
Grade 3 Art Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide**

Grade 3 Art Curriculum

Prerequisite : 2nd Grade Art

Course Description

This document is an organized plan that defines the art skills and language that a 3rd Grade student should be able to demonstrate by the end of the school year. Students will demonstrate the ability to perform as an individual and in a group. Students will develop basic skills and an understanding of art-making and creative expression. Students will develop verbal and non-verbal communication skills. In 3rd Grade, emphasis is placed on the development of *motor skills, color, form, line, shape, space, and value*.

Through this Art Education, provided by a certified art educator, the Scranton School District strives to provide a well-rounded education by providing and fostering opportunities for the arts through visual culture, interdisciplinary art education, and Discipline Based Art Education (DBAE): art production, art history, criticism/analysis, aesthetics.

Knowledge in all academic areas makes for a well-rounded child and a better-educated student. The importance of an art experience that stimulates the student's creativity, promotes self-esteem, and builds critical thinking and problem-solving skills necessary to move forward both technically and aesthetically. Whether across the curriculum or as its own vital discipline, visual arts must be taught by a certified art educator to offer students a range of diverse experiences and knowledge which also helps enhance student's development in math, ELA, science, and social studies.

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The Scranton School District Elementary Art Curriculum follows the National and State Visual Arts Standards. Students should know and be able to:

National Core Arts Standards:

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

State Arts Standards:

1. Use knowledge of structure and functions.
2. Choose and evaluate a range of subject matter, symbols and ideas.
3. Understand the visual arts in relation to history and cultures.
4. Reflect upon and assess the characteristics and merits of their work and the work of others.
5. Make connections between visual arts and other disciplines.
6. Understand and apply media, techniques and processes.
7. Use knowledge of structure and functions.
8. Choose and evaluate a range of subject matter, symbols and ideas.
9. Understand the visual arts in relation to history and cultures.
10. Reflect upon and assess the characteristics and merits of their work and the work of others.
11. Make connections between visual arts and other disciplines.

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The Scranton School District Elementary Art Curriculum applies PA Core English Language Arts standards to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Foundational Skills
2. Reading Informational Text
3. Reading Literature
4. Writing
5. Speaking and Listening

The Scranton School District Elementary Art Curriculum applies PA Core Mathematics to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Make sense of problems and persevere in solving them.
2. Construct viable arguments and critique the reasoning of others.
3. Use appropriate tools strategically.
4. Look for and make use of structure.
5. Reason abstractly and quantitatively
6. Model with mathematics.
7. Attend to precision.
8. Look for and express regularity in repeated reasoning.

Links:

[National Art Standards](#)

Pennsylvania Art Standards - [Standard Aligned System](#)

[Pennsylvania Math Core Standards](#)

[Pennsylvania Core ELA Standards](#)

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Year-at-a-glance

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
color	9.1.3 a 9.1.3b 9.1.3c 9.1.3h 9.2.3c 9.2.3i 9.2.3k 9.2.3l VA:Pr5-3a ELA: CC.1.4.3.I CC.1.4.3.W	<i>Unit Objectives:</i> 1)The student will be able to identify - warm and cool colors -primary and secondary colors. -complementary colors 2)The student will incorporate color knowledge into the various projects with different media. Vocab: cool colors warm colors background primary color secondary colors complementary colors	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Discuss color in famous artwork and use that knowledge in a project. 2)Differentiate between warm and cool colors 3)Identify and use complementary colors	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	- 5 classes @ 40 minutes each

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Form	9.1.3a 9.1.3b 9.1.3h 9.1.3k 9.2.3a 9.2.3b 9.2.3d 9.2.3e 9.3.3b 9.3-3a 9.4.3a VA:Re7-3a VA:Re8-3a Math CC2.3.3.A.1 ELA: CC.1.3.3.C CC.1.3.3.F CC.1.5.3.C	<i>Unit Objectives:</i> 1)The students will understand and employ the clay techniques of scoring, slip, coil, and slab in the student creation of 3D forms 2)The student will identify and use elements of art in a sculpture. 3) Students will be able to differentiate the need of adding and subtracting clay during the processes of making a sculpture. Vocab: 2-D 3-D cube cylinder pyramid cone clay slip coil slab scoring	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Student will create a 3D sculpture incorporating the elements: line, texture, shape, space 2)The student will use various clay techniques to create an original 3D design 3)Students will create a sculpture using different materials.	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-5 classes @ 40 minutes each
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Line	9.1.3a 9.1.3b 9.1.3c 9.1.3d 9.1.3e 9.1.3g 9.1.3h 9.1.3i 9.2.3j 9.3.3c 9.4.3d VA:Cr1-3a VA:Cr2-3c VA:Re7-3b Math CC.2.4.3.A.1 ELA: CC.1.2.3.C CC.1.5.3.C	<i>Unit Objectives:</i> 1)Create a work of art through the use of a ruler and/or compass. 2)Identify various types of line((example: zig-zag, spiral etc.) 3)Interpret how lines can show motion and feeling or mood. Vocab: symmetry asymmetry balance detail balance vertical horizontal diagonal outline perpendicular parallel	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students will use line to create form thru various art projects 2)Students will use various types of line to express emotion 3)Students will identify lines and incorporate them into projects.	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-5 classes @ 40 minutes each
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Shape	9.1.3a 9.1.3b 9.1.3e 9.1.3f 9.1.3h 9.1,3k 9.3.3f 9.3.3g 9.4.3b VA:Cr2-3a VA:Re9-3a Math CC2.3.3.A.1 ELA: CC.1.2.3.K CC.1.5.3.C	<i>Unit Objectives:</i> 1)Students will identify and incorporate into their artwork shapes and compositions that are both symmetrical and asymmetrical 2)Understand the creation and use of shapes as it relates to the art principles: movement, balance, repetition, variety, harmony,unity and emphasis Vocab: geometric organic funcation cube pyramid cylinder cone principle movement balance repetition variation art principles overlapping	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Review the difference between organic and geometric shapes 2)Identify various shapes with in various works of art 3)Draw or paint a composition of just organic shapes, geometric shapes, and/or 3D forms 4)Describe the use of shapes in their artwork or art by others 5)Distinguish between symmetrical and asymmetrical shapes	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-5 classes @ 40 minutes each
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Space	9.1.3a 9.1.3b 9.1.3c 9.1.3d 9.1.3h 9.2.3g 9.2.3h 9.3.3b 9.3.3c 9.4.3c 9.4.3d 9.4.3c VA:Cr3-3a VA:Pr4-3a VA:Cn10-3a VA:Cn11-3a Math CC2.4.3.A.1	<i>Unit Objective:</i> 1)To recognize and understand the difference between positive and negative space in artwork. 2)Understand that objects closer appear larger and objects further away appear smaller 3)Identify a focal point in a work of art 4)Identify and understand overlapping in a work of art and their own artwork Vocab: Negative and Positive Space Foreground Middleground Background placement cityscape seascape landscape 3-D	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Describe positive and negative space in artwork 2)Create a work of art having size/distance relationships 3)Use overlapping perspective to show depths as a 3-D illusion in a piece of artwork 4)Know foreground, middle ground, and background and be able to use this knowledge in the creation of original student art work 5)Identify the focal point in various works of art	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-6 classes @ 40 minutes each
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Value	9.1.3a 9.1.3b 9.1.3c 9.1.3e 9.1.3h 9.1.3j 9.3.3b VA:Cr1-3b VA:Cr2-3b VA:Pr6-3a ELA: CC.1.5.3.C	<i>Unit Objectives:</i> 1)The student will experiment with various types of media to create value: colored pencils, charcoal, tempera paint, pastels, watercolors etc. 2) The students will create and use colors, tints and shades in 2D art projects. Vocab: shading pattern tint/shade primary colors secondary colors blending	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students will create differences in shading using white, light grey, medium grey, dark grey, black 2)Create difference in color using tints and shades 3)Create a collage of different tints and shades of various colors to create a work of art	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/Verbal critique of work	-5 classes @ 40 minutes each
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