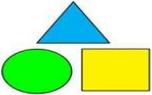
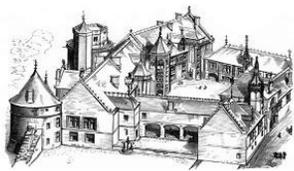


| Unit of Study Elements of Art - Line | 3 rd GRADE | Quarter 1 | VISUAL ART 2013 |
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| Key Concepts: | | Skills: | |
| <ul style="list-style-type: none"> The student identifies and uses a variety of lines in creating art with harmony and visual interest. The student can express a mood or feeling using line in art. | | <ul style="list-style-type: none"> Ability to make organic and geometric line Can produce a complex line design Can draw contour lines | |
| Standards: | | | |
| <ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. | | | |
| Visual Art Content Objectives | Vocabulary students should use | Lessons (Activities) | |
| <ul style="list-style-type: none"> I can create line variety I can draw contour lines I can apply structural lines I can use geometric and organic lines  <p>Moab, Utah: Newspaper Rock, Indian Creek Historic State Park. 05/1972. . ARC Identifier 545679, ARC Identifier 545671 [close-up]</p> | <p>contour structural lines variety petroglyph</p>  <p>NPS. McKee Springs Petroglyph, Dinosaur National Monument, Utah & Colorado</p> | <ul style="list-style-type: none"> Observe the variations found in the outside edges or contour of objects. Draw the contour of several objects from petroglyphs. Use structural lines to show the interior features of objects. Emphasize line quality by using a variety of lines (curved/straight, solid/broken, thick/thin). Create personal petroglyphs using charcoal or chalk on flat rocks. Make a pinch or slab pot out of clay and use Native American designs to decorate. | |
| Visual Art / Common Core Language Objectives | | Additional Resources | |
| <ul style="list-style-type: none"> Study American Indian petroglyphs rock art & line designs. Read the book <i>If Rocks Could Talk</i> by Jane Bush. Use information gained from illustrations and text of <i>Sacred Images: a Vision of Native American Rock Art</i> by Leslie Kelen, David Sucec, and Craig Law to write a story. | | <ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 3 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center | |
| <p>Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Student Assessment Spiral B&W 3-6 Grade Art</p> | | | |

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| Unit of Study Elements of Art – Shape | 3rd GRADE | Quarter 2 | VISUAL ART 2013 |
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| Key Concepts: | Skills: |
| <ul style="list-style-type: none"> The student learns about geometric and organic shapes and uses them in art to create harmony and visual interest. The student can use different kinds of shapes to show balance. | <ul style="list-style-type: none"> Understand that all objects are combinations of organic and geometric shapes Proficient at making aesthetic choices in the division of space Skilled at tracing around objects |

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| Standards: |
| <ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. |

| Visual Art Content Objectives | Vocabulary students should use | Lessons (Activities) |
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| <ul style="list-style-type: none"> I can Identify geometric and organic shapes. I can make geometric shapes and forms. I can combine geometric and organic shapes. I can simplify objects into geometric shapes. | <p>organic shapes geometric shapes</p> <p>geometric secondary shapes (oval, rectangle, and isosceles triangle)</p>  <p>geometric forms</p>  | <ul style="list-style-type: none"> Recognize mathematical proportions of geometric shapes and forms in the classroom and environment. Practice making secondary shapes with or without a ruler. Practice making geometric forms out of geometric shapes with/without a ruler. Draw on colored construction paper basic paper basic geometric and organic shapes. Combine and paste shapes creating a variety of objects and to demonstrate overlapping. |
| Visual Art / Common Core Language Objectives | Additional Resources | |
| <ul style="list-style-type: none"> Describe the relationship between shapes and forms. Use information gained from illustrations and words to demonstrate understanding. Conduct short research projects that build knowledge about a castle. Write a fairy tale; illustrate main characters and a castle using basic and secondary shapes and forms. Engage in collaborative discussions using artist’s images, biographies or any artistic periods to teach how to look at art, what to look for and how to talk about it. | <ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 3 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center  | |

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| Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Student Assessment Spiral B&W 3-6 Grade Art |
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| Unit of Study Elements of Art - Texture | 3 rd GRADE | Quarter 3 | VISUAL ART 2013 |
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| Key Concepts: | | Skills: | |
| <ul style="list-style-type: none"> The student understands that artist use the element of texture in designing art. | | <ul style="list-style-type: none"> Able to draw simple textures using line Recognize the different textural patterns of objects and mimic simple textures using line, dots, and shapes Recreate simple textures in clay | |
| Standards: | | | |
| <ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. | | | |
| Visual Art Content Objectives | Vocabulary students should use | Lessons (Activities) | |
| <ul style="list-style-type: none"> I can draw textures using line. I can recognize the different textural patterns of objects. I can use line, dots, and shapes to mimic simple textures. I can recreate simple textures in clay. | design actual mimic implied visual harmony unity  Lascaux | <ul style="list-style-type: none"> Find examples of actual and implied (visual) textures that mimic textures in your environment. Participate in class collaboration by developing a collection of actual and “rubbed” textures. Stamp actual textures into clay or wet paint to make textural patterns. Create an imaginary underwater world. Paint fantasy textures of things found under the sea. Explain how texture is used to create visual harmony or unity. | |
| Visual Art / Common Core Language Objectives | Additional Resources | | |
| <ul style="list-style-type: none"> Use information gained from <i>Sacred Images: a Vision of Native American Rock Art</i> by Leslie Kelen, David Sucec, and Craig to write about actual and implied texture. Describe the relationship between actual and implied texture. Conduct short research projects that build knowledge about ancient cave art. Engage in collaborative discussion about how paintings can be created on any surface. | <ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 3 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center Cubist Art : Juan Gris, Georges Braque, Pablo Picasso Lascaux  Cubist painting by Picasso | | |
| Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Student Assessment Spiral B&W 3-6 Grade Art | | | |

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| Unit of Study Elements of Art - Color | 3rd GRADE | Quarter 4 | VISUAL ART 2013 |
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| Key Concepts: | Skills: |
| <ul style="list-style-type: none"> The student understands that color is all around us and it will help us understand more about life. The student can use warm and cool colors in an artwork to create harmony and visual interest. | <ul style="list-style-type: none"> Identify colors on the color wheel Understand which colors are warm and cool Understands primary, secondary, and tertiary color theory |

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| Standards: |
| <ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. |

| Visual Art Content Objectives | Vocabulary students should use | Lessons (Activities) |
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| <ul style="list-style-type: none"> I can identify colors on a color wheel. I can use darken a color by using its complement. I can recognize value. I can use color to emphasize an object or area in an artwork. I can use color theory I can relate colors to emotions  | <ul style="list-style-type: none"> color wheel masterpieces harmony emphasis primary secondary tertiary complement self-portrait  | <ul style="list-style-type: none"> Identify and name colors in a simplified color wheel showing only primary and secondary colors. Recognize primary, secondary and tertiary color in art masterpieces. Practice mixing a primary with a secondary color to make a tertiary color. Darken secondary colors with their complements (E.g. red darkened by green). Use contrasting colors to create a focal point in painting. Paint a self-portrait, using favorite colors, create a feeling of harmony. |

| Visual Art / Common Core Language Objectives | Additional Resources |
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| <ul style="list-style-type: none"> Describe the relationship between colors on a color wheel. Use information gained from masterpieces and words to demonstrate understanding. Conduct short research projects that build knowledge color theory. Engage in collaborative discussions. Students explain to others why they chose specific colors in their self-portrait. | <ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 3 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center Color Theory Information |

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| <p>Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Student Assessment Spiral B&W 3-6 Grade Art</p> |
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