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| THIRD GRADE | UNIT 1: ART IS A LANGUAGE | PACING: 1st Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Drawing and Painting)* |
| PRIORITY STANDARDS |
| VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Creates sketches for planning and self-reflection.

 VA3.CR.2 Create works of art based on selected themes.1. Create works of art emphasizing multiple elements of art and/or principles of design.

VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. 1. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)

VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. 1. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others.
 |
| SUPPORTIVE STANDARDS |
| CREATING |
| VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Use available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

VA3.CR.2 Create works of art based on selected themes.1. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.1. Produce drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).
 |
| PRESENTING |
| VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. 1. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.
 |
| RESPONDING |
| VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. 1. Use art terminology with emphasis on the elements of art and/or principles of design.
 |
| CONNECTING |
| VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. 1. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
2. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.* |
| LESSON PLANS | **PRESENTATIONS** |
| * [Klimt Quilt Self-Portraits](https://outlook.office.com/owa/?realm=fultonschools.org&exsvurl=1&ll-cc=1033&modurl=2&path=/attachmentlightbox)
 | * [***Klimt!***](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=Yqsjmw5TA2VplV4A58qg7qakPcj3zhi%2bIwyjSWmCG70%3d&docid=2_19203baa20d7148e9a204ed4e9f4240df&rev=1)PowerPoint
 |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| * Diagnostic: Teacher Observation of whole group discussions and answers
* Formative: Preliminary sketches and planning in student sketchbooks, teacher observation of creative process, ticket out the door- Tell me one thing you learned about Klimt. Tell me one thing you learned today.
* Summative: Klimt Pattern Quilts Rubric
 | * **R/ELA**: Reading of *Klimt and His Cat* and introduction of archaic, foreign, subject-specific vocabulary
* **Math:** Discussion and use of line and shape to create pattern/repetition
* **Science**: Color mixing
* **Social Studies:** Discussion of Gustav Klimt/Art Nouveau and the social/geographic context of his artworks
* **Technology:** Use of interactive presentation and websites
 |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| * [*Klimt and His Cat*](https://www.amazon.com/Klimt-His-Cat-Berenice-Capatti/dp/0802852823/ref%3Dsr_1_1?ie=UTF8&qid=1497541846&sr=8-1&keywords=klimt+and+his+cat)by Berenice Capatti
* [*Baby (Cradle)*](https://www.artsy.net/artwork/gustav-klimt-baby-cradle), Gustav Klimt c. 1917/1918
* [*Portrait of Adele Bloch-Bauer*](https://g.co/kgs/hEH6Ek), Gustav Klimt c. 1907
 | * [**Who is Gustav Klimt?**](https://youtu.be/CXQ7n0ezr_A) (YouTube video)
* [**Musique & Art Nouveau**](https://www.amazon.com/Musique-Art-Nouveau-ARIAGNO-CRISTINA/dp/B00006BSWI) (Audio)
 | * [**Google Art Project: Gustav Klimt**](https://www.google.com/culturalinstitute/beta/search?q=klimt)
* [**iKlimt**](http://www.iklimt.com/) (website and app)
* [**Klimt Museum**](http://www.klimt.com/) (some nudity)
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| THIRD GRADE | UNIT 2: CREATIVE COMM. | PACING: 2nd Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Printmaking and Collage/Mixed Media)* |
| PRIORITY STANDARDS |
| VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Create sketches for planning and self-reflection.

VA3.CR.2 Create works of art based on selected themes. 1. Create works of art emphasizing multiple elements of art and/or principles of design.

VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. 1. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)

VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. 1. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others.
 |
| SUPPORTIVE STANDARDS |
| CREATING |
|  VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Elaborate on imaginative ideas, universal themes, and symbolic images to produce art.

VA3.CR.2 Create works of art based on selected themes. 1. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art. 1. Produce a work of art using collagraph or relief (Styrofoam) printmaking processes..
2. Combine materials in creative ways to produce works of art (e.g. mixed-media, collage).
3. Use spatial concepts to create depth in a work of art (foreground, middle ground, background, size, placement, detail); apply understanding of positive and negative space.
 |
| PRESENTING |
| VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. 1. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.
 |
| RESPONDING |
| VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. 1. Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created.
 |
| CONNECTING |
| VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. 1. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.

VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.  a. Apply art skills and knowledge to improve understanding of other disciplines. VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.* |
| LESSON PLANS | **PRESENTATIONS** |
| * [Non-Objective Collagraphs](https://outlook.office.com/owa/?realm=fultonschools.org&exsvurl=1&ll-cc=1033&modurl=2&path=/attachmentlightbox)
 | * [***Non-Objective Art***](https://outlook.office.com/owa/?realm=fultonschools.org&exsvurl=1&ll-cc=1033&modurl=2&path=/attachmentlightbox) PowerPoint
* [***Non-Objective Art***](https://share.nearpod.com/vsph/z3e5yrJFTE) Nearpod
 |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| * Diagnostic: Teacher Observation of small group discussions and answers.
* Formative: Collaborative answers via embedded assessment in Nearpod presentation, teacher observation of creative process
* Summative: Non-objective Collograph [Rubric](https://outlook.office.com/owa/?realm=fultonschools.org&exsvurl=1&ll-cc=1033&modurl=2&path=/attachmentlightbox)
 | * **R/ELA**: Discussion of informational writing/creative process and recording of artist statement
* **Math:** Discussion of (a)symmetry and shape
* **Social Studies:** Discussion of Abstract Expressionists and the social/geographic context of their artworks
* **Technology:** Use of PowerPoints, iPads, and Nearpod
 |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| * [*Action Jackson*](https://www.amazon.com/Action-Jackson-Jan-Greenberg/dp/0312367511) by Jan Greenberg
* [*The Noisy Paintbo*](https://www.amazon.com/Noisy-Paint-Box-Kandinskys-Abstract/dp/0307978486/ref%3Dpd_lpo_sbs_14_img_0?_encoding=UTF8&psc=1&refRID=AZAD4CR82TCFTME8D812)*x* by Barb Rosenstock
 | * [**MOMA Art Lab**](https://www.moma.org/explore/mobile/artlabapp) iPad app
* [**What is Abstract Art?**](https://youtu.be/3kdzGAjG26s) YouTube video
 | * [**http://drips.nalindesign.com/**](http://drips.nalindesign.com/)
* [***Non-Objective Art***](https://share.nearpod.com/vsph/z3e5yrJFTE) Nearpod
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| THIRD GRADE | UNIT 3: PERSONAL EXPERIENCE | PACING: 3rd Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Clay and Depth)* |
| PRIORITY STANDARDS |
|  VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Create sketches for planning and self-reflection.

VA3.CR.2 Create works of art based on selected themes. 1. Create works of art emphasizing multiple elements of art and/or principles of design.

VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. 1. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)

VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. 1. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others.

VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. 1. Compare ideas and universal themes from diverse cultures of the past and present.
 |
| SUPPORTIVE STANDARDS |
| CREATING |
|  VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Use available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

VA3.CR.2 Create works of art based on selected themes. 1. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art. 1. Use spatial concepts to create depth in a work of art (foreground, middle ground, background, size, placement, detail); apply understanding of positive and negative space.

VA3.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional art. 1. Produce ceramic objects using multiple hand-building techniques and methods (e.g. pinch, coil, slab, slip, score, join).
 |
| PRESENTING |
| VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. 1. Choose works of art to be displayed based on thoughtful reflection.
 |
| CONNECTING |
| VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. 1. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.

VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.  a. Apply art skills and knowledge to improve understanding of other disciplines. VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.*  |
| LESSON PLANS | **PRESENTATIONS** |
| * Example 1
* Example 2
* Example 3
 | * Example 1
* Example 2
* Example 3
 |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| * Diagnostic Example 1
* Informal Formative Example 2
* Formal Formative Example 3
* Summative Example 4
 | * R/ELA
* Math
* Science
* Social Studies
 |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| * Book
* Reproductions
 | * YouTube Video
 | * Interactive Website
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| THIRD GRADE | UNIT 4: ART IS UNIVERSAL | PACING: 4th Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (World Crafts and Non-Clay Sculpture)* |
| PRIORITY STANDARDS |
| VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Create sketches for planning and self-reflection.

VA3.CR.2 Create works of art based on selected themes.1. Create works of art emphasizing multiple elements of art and/or principles of design.

VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. 1. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion)

VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.1. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of others.

VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. 1. Compare ideas and universal themes from diverse cultures of the past and present.
 |
| SUPPORTIVE STANDARDS |
| CREATING |
| VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. 1. Elaborate on imaginative ideas, universal themes, and symbolic images to produce art.

VA3.CR.2 Create works of art based on selected themes.1. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

VA3.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional art. 1. Produce sculptures using any of a variety of methods and techniques (non-clay).
2. Produce works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry, puppetry).
 |
| PRESENTING |
| VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. 1. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.
 |
| CONNECTING |
| VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.*  |
| LESSON PLANS | **PRESENTATIONS** |
| * Example 1
* Example 2
* Example 3
 | * Example 1
* Example 2
* Example 3
 |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| * Diagnostic Example 1
* Informal Formative Example 2
* Formal Formative Example 3
* Summative Example 4
 | * R/ELA
* Math
* Science
* Social Studies
 |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| * Book
* Reproductions
 | * YouTube Video
 | * Interactive Website
 |