

# KPBSD ELEMENTARY VISUAL ARTS CURRICULUM

## 3<sup>rd</sup> Grade at a Glance

### **Stretch, Explore, and Envision Objectives**

**Students will strive to be able to:**

- Elaborate on an imaginative idea.
- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- Create personally satisfying artwork using a variety of artistic processes and materials.
- Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
- Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

### **Engage and Persist to Develop Craft Objectives**

**Students will strive to be able to:**

- Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
- Identify exhibit space and prepare works of art including artists' statements for presentations.
- Identify and explain how and where different cultures record and illustrate stories and history of life through art.

### **Observe and Reflect Objectives**

**Students will strive to be able to:**

- Speculate about processes an artist uses to create a work of art.
- Determine messages communicated by an image.
- Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- Evaluate own artwork based on given criteria.

### **Understand Art World & Express Ideas Objectives**

**Students will strive to be able to:**

- Develop a work of art based on observations of surroundings.
- Recognize that responses to art change depending on knowledge of the time and place in which it was made.

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| Content Topic/Correlated Art Lesson  | Standards Correlation   | Art Elements  |
|--|---|---|
| <p><b>Social Studies: Alaska History and Geography</b></p> <p><b>Unit 1: History</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Aleut Basket Paintings (culture)</a></li> <li>• <a href="#">Murals of Our Towns and Villages</a></li> </ul> <p><b>Unit 2: Geography</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Salmon Summer in Kodiak (Alaska Resources, place)</a></li> <li>• <a href="#">Alaska Landscapes with Georgia O’Keeffe (Geography, Landforms)</a></li> </ul> <p><b>Unit 3: Government and Citizenship</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Spirit Masks</a></li> </ul> <p><b>Unit 4: Culture</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Raven Sculptures: John Hoover</a></li> <li>• <a href="#">Olanna’s Paper Sculptures</a></li> </ul> | <p><b>AK Cultural Standards:</b></p> <p><b>H.A.6</b> Know that cultural elements, including language, the arts, customs, and belief systems reflect the ideas and attitudes of a specific time and know how the culture elements influence human interaction.</p> <p><b>H.A.7</b> Understand that history is dynamic and composed of key turning points.</p> <p><b>H.A.8</b> Know that history is a bridge to understanding groups of people and an individual’s relationship to society.</p> <p><b>G.B.7</b> Understand that a region is a distinct area defined by one or more cultural or physical features.</p> | <p><b>Line</b></p> <p><b>Color</b></p> <p><b>Value</b></p> <p><b>Space/Perspective</b></p> <p><b>Texture</b></p> <p><b>Shape/Form</b></p>                     |
| <p><b>Science</b></p> <p><b>Unit 1: Weather and Climate</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Snowflake Prints</a></li> <li>• <a href="#">Mt. McKinley: Sydney Laurence</a></li> </ul> <p><b>Unit 3: Organisms – Life Cycles</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Caribou on the Tundra (life cycles, food chain)</a></li> <li>• <a href="#">Flower Parts (nature, botany)</a></li> <li>• <a href="#">Frog in Monet’s Pond (life cycles, nature)</a></li> </ul>   | <p><b>3.G.2</b> Partition shapes into parts with equal areas.</p> <p><b>3.LS4</b> Environmental changes could include changes in land characteristics.</p> <hr/> <p><b>3.LS3.2</b> Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><b>3.LS1.1</b> Develop models to demonstrate the unique and diverse life cycles of organisms.</p>   | <p><b>Line,</b></p> <p><b>Shape/Form</b></p> <p><b>Form</b></p> <p><b>Texture</b></p> <p><b>Color</b></p> <p><b>Space/Perspective</b></p> <p><b>Value</b></p> |
| <p><b>Mathematics</b></p> <p><b>Equivalent Fractions, Lines of Symmetry, Slide, Rotate</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Quilting with Fractions and Symmetry</a></li> </ul>  | <p><b>3.NF.3</b> Explain equivalent fractions in special cases, compare fractions, and reason about their size.</p> <hr/> <p><b>3.G.2</b> Partition shapes into parts with equal areas.</p>   | <p><b>Line</b></p> <p><b>Shape/Form</b></p> <p><b>Color</b></p> <p><b>Texture</b></p> <p><b>Space/Perspective</b></p> <p><b>Value</b></p>                     |
| <p><b>Technical Skills</b></p> <ul style="list-style-type: none"> <li>• Holding and working with scissors</li> <li>• Holding and working with paint brushes of various types</li> <li>• Working with a variety of paint mediums</li> <li>• Working with a color wheel and learning basic color families</li> <li>• Working with both wet glue and glue sticks</li> <li>• Working with various drawing mediums</li> <li>• Working with various drawing and measuring tools including straight edged rulers and compasses</li> <li>• Working with a variety of printing mediums</li> <li>• Folding, cutting, tearing, and manipulating a variety of paper materials</li> </ul>   |   |   |

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- Caring for tools and materials properly
- Safely working with cutting, bending, fastening, and shaping tools

### Recommended Art Experiences for Anchor Standards 1-6

#### Drawing

- Explore contour and gesture drawing using a wide variety of tools
- Practice drawing many different types of lines and shapes to create non-objective art
- Use straight edges and templates to draw geometric and organic shapes
- Combine simple shapes to create more complex forms such as animals and people
- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that show distance through the use overlapping, placement size, and value intensity
- Draw pictures that show foreground, middle ground, and background

#### Painting

- Explore working with a variety of paints including, but not limited to, tempera, watercolor, finger paints, and tempera blocks
- Practice painting using a wide variety of painting tools (e.g., brushes, cardboard, fingers, and sponges)
- Use a variety of brushes to paint on smooth and rough, and wet and dry surfaces
- Explore the process of color mixing to show value and mood in a painting
- Paint monochromatic design paintings

#### Printmaking

- Create and use simple stencils by drawing a shape and cutting it out
- Use Styrofoam and water based markers to create a monoprint
- Make a relief print by creating and using a raised surface block with string or glue
- Print a repeating pattern using student created stamps and found objects

#### Sculpture

- Practice making containers in clay using coil construction techniques
- Experiment with adding texture and pattern into clay forms
- Assemble various materials and objects to create a 3-dimensional sculpture then draw the sculpture to identify the difference between shape and form
- Practice bending, folding, cutting, and twisting paper in to 3-dimensional forms

#### Mixed media

- Create works of art by combining two or more materials
- Make printed or painted paper to be used in a collage later
- Make a torn or cut paper collage
- Explore fiber arts through sewing or weaving
- Show texture in a drawing through the use of crayon rubbings