

Grade 3 Art Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
<p>Cr:3. Refine and complete artistic work.</p> <p>Re:7. Perceive and analyze artistic work</p> <p>Re:9. Apply criteria to evaluate artistic work.</p>	Portrait Drawing	<ul style="list-style-type: none"> -Rembrandt self-portraits -Recognize similarities and differences in media, colors, poses (how he is positioned), clothing, hats, and facial expressions among all the self-portrait paintings by Rembrandt. -Mona Lisa -Color Theory Monochromatic Color Scheme -Head Shape Guidelines Features Hair 	<ul style="list-style-type: none"> Teacher generated Google slideshow Paper Drawing and coloring materials Color Wheel 	<ul style="list-style-type: none"> Complete Drawing Teacher observation each step of portraiture Student self-assess gallery walk 	5 days
Re:7. Perceive	Landscape	History of landscape; breaking	Teacher generated Google slideshow	Teacher observation and completion of artwork and	5 days for drawing and

<p>and analyze artistic work</p> <p>Re:8. Interpret intent and meaning in artistic work</p> <p>Re:9. Apply criteria to evaluate artistic work.</p>	<p>Conti: Landscape</p>	<p>the image into three parts: the foreground, Middle, background. Also placing objects that bigger in the foreground and smaller as it goes through space from middle ground to the background</p>	<p>Landscape will include a whole host of supplies and themes. Each idea will run throughout the school year. Landscape will be used to teach illustration, design and painting techniques.</p>	<p>ability to incorporate art images used as a demonstration from the smart board..</p>	<p>painting studies.</p> <p>4 days for cut and glue projects</p> <p>3 days for pastels studies.</p> <p>3 days for markers to illustrate concepts..</p>
<p>Cr:1. Generate and conceptualize artistic ideas and work.</p> <p>Pr:5. Develop and refine artistic techniques and work for presentation</p> <p>Cn:10. Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Monster Project Worldwide</p>	<p>-Color Theory -Imagining and Inventing; the creative process -Student ideas have value and could inspire others -Element of Art: Shape</p>	<p>Teacher generated Google slideshow Drawing and Coloring materials Elements of Art posters</p>	<p>Complete Drawing Teacher observation Student self-assess gallery walk</p>	<p>2 days</p>

Cr: 1, 2, 3 Pr: 4,5, 6 Re 8 Cn: 10, 11	Snowman Color Value Project	-Element of Art: Value -Shading -Highlight and Shadow -Cast Shadow -Light Source -Form	Teacher generated Google slideshow Oil Pastels with extra black and white pastels Blue-gray construction paper Template shapes	Complete Drawing Teacher observation Student self-assess gallery walk	3 days
Cr: 1, 2, 3 Pr: 4, 5, 6	Fuzzy Bear Texture Project	-Element of Art: Texture; types of texture -Line and line repetition	Teacher generated Google slideshow Paper Ultra-Fine Black Sharpies Color Markers Crayons in various browns	Complete Drawing Teacher observation Student self-assess gallery talk.	3 days
Cr: 1, 2, 3 Pr: 4, 5, 6	Cut and Glue objects of symmetrical objects cut from colored paper	-Wassily Kandinsky -Abstract Art -Non-Objective Art -Cool colors and Warm colors	Teacher generated Google slideshow Paper Watercolor Crayons Water pots Brushes Paper towels Drying rack	Completed work and Teacher observation as well as student self-assess gallery walk	3 days
Cr: 1, 2, 3 Pr: 4, 5, 6	Houses in perspective	Elements of design. History of perspective in art.	Teacher generated Google slideshow Rulers and	Teacher observation Finished artwork. Has the	2 days

<p>Re: 7</p> <p>Cn: 10, 11</p>	<p>Pumpkin patch with farm house</p> <p>Also Tree house</p>	<p>Using line to create movement and perspective in an image</p>	<p>pencils,paint markers.</p>	<p>student used elements of design and color theory to best portray an image using perspective as the focus.</p>	<p>6 days</p>
<p>Cr: 1, 2, 3</p> <p>Pr: 4, 5, 6</p> <p>Re: 8</p> <p>Cn: 10, 11</p>	<p>Cityscape: a corner block in perspective.</p> <p>Also Prehistoric creatures walking in downtown</p>	<p>Foreground, Middle ground, Background Use of line and design techniques to create a city block.</p>	<p>Teacher generated Google slideshow and demonstrations</p>	<p>Complete Drawing Teacher observation Student self-assess gallery critique.</p>	