

Third Grade Curriculum Map for Bemidji District Visual Arts K-12 Scope and Sequence

2016

Grade 3	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 1	<p>On-going: <i>See first grade and second grade and add:</i> Watercolor pencils and permanent markers</p> <p>Focus is on:</p> <p>ELEMENTS</p> <ul style="list-style-type: none"> ▪ Line <ul style="list-style-type: none"> ○ Emotion and feeling ○ Short/long ▪ Color <ul style="list-style-type: none"> ○ Intermediate ○ Color mixing ○ Color spectrum ○ Color wheel ○ Contrast ○ Expressive properties ▪ Space <ul style="list-style-type: none"> ○ Illusion of depth ▪ Shape <ul style="list-style-type: none"> ○ Complex geometric <p>POSSIBLE PROJECTS:</p>	<p>I. Foundations: 1.1 (color,line) 2.1</p> <p>II. Create/Make 1.1 (2-D to express story/experience)</p> <p>III. Perform/Present 1.1 Share and Describe 1.2 Reflect</p> <p>IV. Respond/Critique</p>	<p>Learning goals: The student will:</p> <ol style="list-style-type: none"> 1. create and present a 2-D composition to express a story/experience using color and line to establish a mood based on a family event. 2. identify the tools, techniques, and materials used in creating a composition based on a family event. 3. reflect on the feedback to the composition from the class <i>and use feedback for revision</i> <p>Assessment activity: Using Faith Ringgold’s “Tar Beach” or Desjarlait’s painting about wild rice or the book, “When the Relatives Came,” for foundation, create a 2-dimensional composition to express a life story/experience using markers, crayons, and/or colored pencils with emphasis on color and line to express mood relating to a family event and present the creation to the class allowing time for peer response or questions. Student presenters will respond to the following prompts:</p> <ol style="list-style-type: none"> 1. What mood/feeling are you trying to share in your picture? 2. What elements of art did you use? 3. Explain the colors and lines used 	<p>Rating Scale,: a,b,c,d</p> <p>The composition:</p> <ul style="list-style-type: none"> ▪ Uses color to express mood ▪ Uses line to express mood <p>The presentation included:</p> <ul style="list-style-type: none"> • Complete description of family event and how it was translated into a composition • Complete explanation of the mood and use of color and line to establish the mood <p>The reflection:</p> <ul style="list-style-type: none"> • Corresponds to feedback and questions of the class <p>The list:</p> <ul style="list-style-type: none"> • Correctly identifies the tools techniques and materials used in the composition

			<p>After the presentation, artist may ask class to talk about what they thought was successful in the picture.</p> <p>Student reflects on the responses from the class and responds to the prompt: “Would you change anything in your painting now that you have talked about it with the class?”</p> <p>Using the ‘Family Event Checklist’ of tools, techniques and materials-circle those you used to create the composition.</p> <p style="text-align: center;">OR</p> <p>Assessment activity: The student will work on a collaborative project (mural) based on an underwater theme. A mural could be created with four students per table and the mural would be as large as the student’s table. The underwater theme mural would include mixed media with the water, weeds, and lake/sea bottom being painted and the fish with markings and detail being created from cut construction paper. The student’s will present their mural to the class allowing time for peer response or questions. Each student in the group will choose one question and respond to it. The student will practice what they will say in their part of the response to the question with their group. The student will revise what they say based on feedback from their group. Student presenters will respond to the following prompts:</p> <ol style="list-style-type: none"> 1. What parts of the mural did each member of my 	<p>Rating Scale,: a,b,c,d</p> <p>The composition:</p> <ul style="list-style-type: none"> ▪ Uses color to express mood ▪ Uses line to express mood <p>The presentation included:</p> <ul style="list-style-type: none"> • Complete description of the mural and how it was translated into a composition • Complete explanation of the mood and use of color and line to establish the mood <p>The reflection:</p> <ul style="list-style-type: none"> • Corresponds to feedback and questions of the class <p>The list:</p> <ul style="list-style-type: none"> • Correctly identifies the tools techniques and materials used in the mural
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<p>Semester 2</p>	<p>On-going: <i>See first grade and second grade and add:</i></p> <p>Focus is on: Elements:</p> <ul style="list-style-type: none"> ▪ Form: 3 dimensional <ul style="list-style-type: none"> ○ Relief sculpture ○ Functional <ul style="list-style-type: none"> ▪ Jewelry ▪ Architecture ▪ Pottery ▪ Space ▪ Color (color schemes) <p>Principles:</p> <ul style="list-style-type: none"> ▪ Rhythm: random and alternating <p>Ceramics</p> <ul style="list-style-type: none"> ▪ Vocabulary ▪ Hand building techniques ▪ Tools ▪ Stages of clay <p>Paper Sculpture</p> <ul style="list-style-type: none"> • Folding, Scoring, Cutting • Adhering parts with glue/paste • Transforming Shape to form <p>POSSIBLE PROJECTS:</p>	<p>I. Foundations: 1.1 (color, line, space, form, shape) 2.1 (tools, materials, techniques of paper sculpture or ceramics)</p> <p>II. Create/Make 1.1 (3-D original artwork to express ideas)</p> <p>III. Perform/Present 1.1 (Share and describe personal artwork)</p> <p>IV. Respond/Critique</p>	<p>group complete?</p> <ol style="list-style-type: none"> 2. What mood/feeling did we try to share in the mural? 3. What elements of art did you use? 4. Explain the colors and lines used <p>After the presentation, artists may ask class to talk about what they thought was successful in the mural.</p> <p>Student reflects on the responses from the class and responds to the prompt: “Would you change anything in your painting now that you have talked about it with the class?”</p> <p>Using the “Underwater Mural Checklist” of tools, techniques and materials-circle those you used to create the composition.</p> <p>Assessment Activity: Student Will:</p> <ol style="list-style-type: none"> 1. Create a paper sculpture playground or theme park to express the idea of a specific type of playground or park. Use cool colors for the structures and add a figure in warm colors. The structure must be freestanding and interesting from all sides and incorporate different lines, shapes, and forms. 2. Present your work to the class: <ol style="list-style-type: none"> a) Explain the sculpture to the class identifying the specific type of playground or park and why your structures make it that type of park. 	<p>Evaluation Criteria The sculpture:</p> <ul style="list-style-type: none"> ▪ stands up ▪ is interesting from all sides ▪ is in cool colors ▪ has a figure in warm colors <p>The structures:</p> <ul style="list-style-type: none"> • variety of lines, forms and shapes ▪ The glue technique is correct <p>Identify idea for park and explain how theme was carried out.</p> <p>Evaluation Criteria The ceramic pieces:</p> <ul style="list-style-type: none"> ▪ uses correct ceramic techniques ▪ is interesting from all sides ▪ uses elements of
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