

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

VISUAL ART

GRADE 3

Date of Board Approval: May 17, 2018

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

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|-------------------------|------------|------------------|------------|---------------------|-----------------|
| TITLE OF COURSE: | Visual Art | SUBJECT: | Art | GRADE LEVEL: | 3 |
| COURSE LENGTH: | Year | DURATION: | 45 minutes | FREQUENCY: | 1 day per cycle |
| PREREQUISITES: | N/A | CREDIT: | N/A | LEVEL: | N/A |

Course Description/Objectives:

This course exposes students to studio practices, reflection and evaluation of artworks, exhibition and preservation, analyzing and interpreting artworks, and the processes associated with creating personal works of art.

Text: n/a

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COURSE TIMELINE

Unit 1: Studio Practices

- Studio habits
- Materials
- Tools and equipment

Ongoing

Unit 2: Presentation

- Art exhibits
- Preparation of artwork
- Exhibit locations

Ongoing

Unit 3: Analyze and Interpret

- Art and communication
- Art and media
- Interpreting art
- Critique

Ongoing

Unit 4: Explore and Experiment

- Art and imagination
- Student choice

Ongoing

Unit 5: Planning and Process

- Details within artwork
- Planning process

Ongoing

Unit 6: Communication Design

4 days

- Resources, tools, and technology
- Communicating a message
- Graphic design

Unit 7: Diagrams and Maps

4 days

- Art processes
- Parts of everyday life

Unit 8: Drawing from Observation

4 days

- Observation drawing
- Drawing from observation

TOTAL 30 days

KNOW, UNDERSTAND, DO

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|-----------------|------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #1: | Studio Practices | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

- VA: Cr2.2.3** • Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

KNOW, UNDERSTAND, DO

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| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #1: | Studio Practices | GRADE: | 3 |

UNDERSTANDINGS

Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify safety procedures in the art studio.
- Use materials and equipment properly.
- Clean materials and equipment properly.

DO

- Safely maintain the art studio.
- Safely create art using a variety of materials, tools, and equipment.
- Identify the safe and proper procedures with materials, tools, and equipment when creating art.

KNOW, UNDERSTAND, DO

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| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #2: | Presentation | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

- VA: Pr4.1.3** • Investigate and discuss possibilities and limitations of spaces, including electronic for exhibiting artwork.
- VA: Pr5.1.3** • Distinguish between different materials or artistic techniques for preparing artwork for presentation.
- VA: Pr6.1.3** • Identify and explain how and where different cultures record and illustrate stories and history of life through art.

KNOW, UNDERSTAND, DO

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| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #2: | Presentation | GRADE: | 3 |

UNDERSTANDINGS

Objects, artifacts, and artworks collected, preserved, or presented either by artist, museums, or other venues communicate meaning and record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Store art and use it to design an exhibit within the school.

KNOW

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

DO

- Investigate the possibilities and the limitations of spaces for exhibiting artwork.
- Examine how art is preserved based on the materials and the techniques with which it was made.
- Explore the possibilities of art shows in the community and the benefits of them.
- Design an art exhibit to be displayed in the school.
- Store artwork in preparation for their exhibition.
- View the places in which artwork is displayed and the associated benefits.

KNOW, UNDERSTAND, DO

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|-----------------|-----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #3: | Analyze and Interpret | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

- VA: Re7.2.3** • Determine messages communicated by an image.
- VA: Re8.1.3** • Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- VA: Re9.1.3** • Evaluate an artwork based on a given criteria.
- VA: Cn11.1.3** • Recognize that responses to art change depending on knowledge of the time and place in which it was made.

KNOW, UNDERSTAND, DO

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|-----------------|-----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #3: | Analyze and Interpret | GRADE: | 3 |

UNDERSTANDINGS

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

DO

- Analyze the messages communicated through art.
- Analyze the effect that media can have on the subject matter, characteristic of form, and mood within an artwork.
- Interpret art based on specific criteria.
- Compare and contrast how responses to art can change depending the knowledge of the time and place in which it was made.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|------------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #4: | Explore and Experiment | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

- VA:Cr1.1.3** • Elaborate on an imaginative idea.
- VA:Cr2.1.3** • Create personally satisfying artwork using a variety of artist processes and materials.

KNOW, UNDERSTAND, DO

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|-----------------|------------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #4: | Explore and Experiment | GRADE: | 3 |

UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify the processes and materials needed for a student driven artwork.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists plan, brainstorm, and problem solve.

DO

- Create work using their imagination.
- Engage and persist to elaborate on an idea in an artwork.
- Create an artwork which is student driven using a variety of processes and materials.

KNOW, UNDERSTAND, DO

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|-----------------|----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #5: | Planning and Process | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

- VA:Cr.3.1.3** • Elaborate visual information by adding detail in an artwork to enhance emerging meaning.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|----------------------|--------------------|---------|
| COURSE: | Visual Art | TIME FRAME: | Ongoing |
| UNIT #5: | Planning and Process | GRADE: | 3 |

UNDERSTANDINGS

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists add details to a work of art to enhance its meaning.
- Artists go through a planning process before creating works of art.

DO

- Create artwork with details to enhance the meaning in their artwork.
- Brainstorm using a planning process before creating works of art.
- Create sketches before starting a work of art.

KNOW, UNDERSTAND, DO

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|-----------------|----------------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #6: | Communication Design | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

VA:Cr.1.2.3

- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art making process.

KNOW, UNDERSTAND, DO

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|-----------------|----------------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #6: | Communication Design | GRADE: | 3 |

UNDERSTANDINGS

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a graphic design.

KNOW

- Investigate personal ideas through resources, tools, and available technologies to begin the art-making process.
- Works of design can communicate a message.
- Identify elements of graphic designs.

DO

- Create a work of art using resources, tools, and technologies for art-making.
- Create a design to communicate a message.
- Create a graphic design.

KNOW, UNDERSTAND, DO

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|-----------------|-------------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #7: | Diagrams and Maps | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

- VA:Cr2.3.3** • Individually or collaboratively construct representations, diagrams, or maps of places that are parts of everyday life.
- VA:Re7.1.3** • Speculate about processes an artist uses to create a work of art.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|-------------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #7: | Diagrams and Maps | GRADE: | 3 |

UNDERSTANDINGS

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Construct representations, diagrams, or maps of places that are parts of everyday life.

KNOW

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists use different art processes to create artwork and the effect it has on the work.
- Artists have created diagrams and maps of places that are parts everyday life.

DO

- Brainstorm the processes an artist used to create a work of art.
- Individually or collaboratively construct representations, diagrams, or maps of places that are parts of everyday life.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|--------------------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #8: | Drawing from Observation | GRADE: | 3 |

STANDARDS:

National Visual Arts Standards

VA: CN10.1.3 • Develop a work of art based on observations of surroundings.

KNOW, UNDERSTAND, DO

| | | | |
|-----------------|--------------------------|--------------------|--------|
| COURSE: | Visual Art | TIME FRAME: | 4 days |
| UNIT #8: | Drawing from Observation | GRADE: | 3 |

UNDERSTANDINGS

Through art making people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop a work of art based from observation.

KNOW

- Artwork can be based on observation.
- Draw from observation.

DO

- Analyze how observation drawing differs from other types of drawing.
- Create a drawing from observation.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Sketchbooks
- 2) Planning Packets/worksheets
- 3) Research for studio art projects
- 4) Critiques
- 5) Various writing assignments:
 - Artist Statements
- 6) Studio Art Projects
- 7) Homework/Projects
- 8) Class discussion
- 9) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Sketches
- Artist Statement
- Medium Exploration
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS