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# Third Grade Art

Curriculum Guide

Dunmore School District

Dunmore, PA



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Curriculum Guide**

**Third Grade Art**

**Prerequisite:**

- Not applicable

Third Grade Art is designed to help build on the principles and fundamentals needed to make art. Students will use these skills as well as inspiration from famous artists to create their works of art. They will be encouraged to rely more upon their own perception and interpretation of images rather than templates.

This course meets once a week.

**Dunmore School District  
Curriculum Guide**

Year-at-a-glance

<b>Subject: Third Grade Art</b>	<b>Grade Level: 3</b>	<b>Date Completed: 3/12/2019</b>
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**36 Days**

Topic	Resources	Standards
General Course Overview: Proper handling and use of media Demonstrate craftsmanship Practice drawing skills based on perception Create artist-inspired works of art Make balanced compositions	Teacher generated examples Art posters Children’s art books	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.D 9.1.3.F 9.1.3.H 9.1.3.I 9.2.3.A 9.2.3.D
Various cultural, community-based and seasonal lessons	Teacher generated examples Posters Internet generated examples Reference sheets	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.D 9.1.3.F 9.1.3.H 9.1.3.I 9.2.3.A 9.2.3.D
Artist inspired projects	Teacher generated examples Georgia O’Keeffe prints “Getting to Know the World’s Greatest Artist: Georgia O’Keeffe” (book by Mike Venezia) Picasso Art prints “Picasso and the Girl with a Ponytail” by Anholt Mondrian Art Posters Movie: “Dropping in on Andy Warhol”	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.D 9.1.3.F 9.1.3.H 9.1.3.I 9.2.3.A 9.2.3.D

**Dunmore School District  
Curriculum Guide**

Gallery display work	Teacher generated examples Lava lamp pictures Clown clip art Ben & Jerry's photos Oaxacan wooden animals	9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.D 9.1.3.F 9.1.3.H 9.2.3.A 9.2.3.D
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**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Various cultural, community-based and seasonal lessons</b></p>	<p><b>Essential Knowledge/Skills:</b>            Use a variety of art materials/media            Observe art created by various cultures            Develop observational skills by deconstructing images            Create and respond to art in a responsible, respectful manner            Use materials appropriately and safely            Appreciate the creativity of others            Manage and clean up materials            Recognize and learn to use contour line drawing, positive and negative shapes, and color and scheme.            Set up a balanced composition</p> <p><b>Vocabulary:</b>            Three dimension            Overlapping            Cropping            Bi-symmetrical</p>	<p><b>Resources:</b>            Teacher generated examples            Art Prints            Children’s art books            Reference sheets</p> <p><b>Activities:</b>  <b>Fall Themed Projects</b>            Veterans Day Poppies            Silly Turkeys</p> <p><b>Winter themed projects</b>            Rudolph Portraits            Candy Cane Composition            Cropped Snowman Portraits            Valentine Bags</p> <p><b>Spring Themed Projects</b>            Bi-symmetrical Bunnies</p>	<p>Teacher Observation, questioning &amp; listening</p>	<p><b>12 days</b></p>
<p><b>PA Academic Standards: Arts &amp; Humanities</b></p> <p>9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in arts.</p> <p>9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>9.1.3.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</p> <p>9.1.3.F Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).</p> <p>9.1.3.H Handle materials, equipment and tools safely at work and performance spaces.</p>				

**Dunmore School District  
Curriculum Guide**

9.1.3.I Identify arts events that take place in schools and in communities.  
9.2.3.A Explain the historical, cultural and social context of an individual work in the arts.  
9.2.3.D Analyze a work of art from its historical and cultural perspective.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Artist Inspired projects</b>	<p><b>Essential Knowledge/Skills:</b>            Use line repetition in a contour shape of a leaf that runs off the paper            Differentiate between warm and cool colors.            Using collage to create a witch in the style of Picasso’s Cubism            Using rulers and color plotting to set up a Mondrian themed shamrock</p> <p><b>Vocabulary:</b>            Repetition            Cool colors            Warm Colors            Cubism            Collage            Grid            Parallel Lines            Perpendicular Lines            Contour            Distortion            Pop art</p>	<p><b>Resources:</b>            Teacher generated examples            Leaves            Georgia O’Keeffe prints            “Getting to Know the World’s Greatest Artist: Georgia O’Keeffe” (book by Mike Venezia)            Picasso Art prints            “Picasso and the Girl with a Ponytail” by Anholt            Mondrian Art Posters            Movie: “Dropping in on Andy Warhol”</p> <p><b>Activites:</b>            Georgia O’Keeffe Leaf Design            Picasso Witches            Piet Mondrian Shamrock            Andy Warhol Conversation Paintings</p>	Teacher evaluation	<b>10 days</b>
<p><b>PA Academic Standards: Arts &amp; Humanities</b>            9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.            9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in arts.            9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.            9.1.3.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.            9.1.3.F Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).            9.1.3.H Handle materials, equipment and tools safely at work and performance spaces.            9.1.3.I Identify arts events that take place in schools and in communities.</p>				

**Dunmore School District  
Curriculum Guide**

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**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Gallery Display Work</b>	<b>Essential Knowledge/Skills:</b> Creating a 1970's lava lamp in the form of collage Using glue to make a contour line drawing of a clown portrait Create a Ben & Jerry's Landscape scene Using repetition of shapes and colors to fill in an animal form in the Oaxacan style	<b>Resources:</b> Teacher generated examples Lava lamp pictures Clown clip art Ben & Jerry's photos Oaxacan wooden animals  <b>Activities:</b> Lava Lamp Collage Glue line clown portrait Ben & Jerry's farm scene Oaxacan Animals	Teacher observation, questioning and listening	<b>14 days</b>
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