

ACTON PUBLIC SCHOOLS

**VISUAL ARTS CURRICULUM
GRADE THREE**

**MASSACHUSETTS ARTS CURRICULUM FRAMEWORKS:
THE ARTS DISCIPLINES STRAND**

Students learn about and use symbolic language of visual arts.

PreK-12 Standard 1: Media, Materials, and Techniques

*Students will demonstrate knowledge of the media, materials,
and techniques unique to the visual arts.*

Collage

- Review term “collage.”
- Reinforce care and use of collage materials and routines in art room.
- Review cutting, tearing, gluing with paper.
- Explore use of various papers, adding found objects, using brass fasteners, and manipulative processes such as hole punching, edger scissors in making a collage.
- Manipulate and create a texture collage.
- Explore frottage (texture rubbings).
- Introduce term “craftsmanship.”

Suggested Collage Artists and Resources K-6:

- Eric Carle, Lois Elhert, Hans Arp, Romare Bearden, Matisse

Drawing

- Reinforce care and use of drawing materials and routines in art room.
- Reinforce term “2-dimensional.”
- Draw from observation, memory, and imagination (continually reinforce these three concepts).
 - ~ Practice looking and drawing.
 - ~ Practice how to fill up paper.
 - ✧ Big and small (near and far)
 - ✧ Overlapping
 - ✧ Extending beyond the edge of the page
 - ~ Practice applying variety of pressure to obtain light/dark value.
 - ~ Practice blending/mixing colors with oil pastels and/or chalk.

- Reinforce various drawing tools/techniques, such as pencils, erasers, crayons, oil pastels, markers, chalk, sharpie markers.
- Introduce background, middle ground, foreground, scale.

Suggested Drawing Artists and Resources K-6:

- Van Gogh, Kathe Kollwitz, W. Theibaud, Kandinsky, Matisse, Calder, Rousseau, DaVinci, Paul Klee
- “Harold & The Purple Crayon,” “When a Line Bends a Shape Begins”

Sculpture

- Reinforce term “3-dimensional.”
- Reinforce care and use of sculpture materials in art room.
- Reinforce techniques of building and construction of objects.
- Reinforce clay: hand working – pinch, press, roll, squeeze, working from a solid.
- Introduce slip/score.
- Practice modeling to create sturdy, securely built forms.
- Introduce slab relief.
- Introduce high and low relief.
- Reinforce paper sculpture techniques – folding, attaching, ways of connecting.
- Explore found object/wood/box recycled art and/or assemblage/3D collage (optional).
- Introduce paper form sculpture.
 - ~ Box (cube)
 - ~ Cylinder
 - ~ Pyramid
 - ~ Rectangular prism
 - ~ Cone
- Introduce methods of attaching (hinges, tabs, use of base).
- Introduce term “geometric.”

Suggested Sculpture Artists and Resources, K-6

- Henri Moore, Barbara Hepworth, Jim Dine, Calder, David Smith, Louise Nevelson, George Segal, Giacometti, Oldenburg
- Ancient relief sculptures

Painting

- Reinforce care and basic use of painting materials and routines in art room.
- Reinforce painting and its tools (tempera cakes, watercolor).
- Explore liquid watercolor (optional).
- Reinforce color wheel.

- Reinforce primary and secondary colors and mixing colors.
- Reinforce tints/shades: adding black/white to make colors darker, lighter.
- Explore painting and mixing colors.
- Explore sponge painting (optional).
- Talk about paint and techniques.
- Reinforce applying paint: wet on wet, wet on dry.
- Introduce watercolor techniques: wash, dry brush, resist, transparency.
- Identify wash, wet on wet, dry brush, resist, transparency.
- Explore watercolor and tempera techniques.
 - ~ Practice gaining control of paint.
 - ~ Practice color mixing.
 - ~ Practice over-painting (detail on dry paint).
- Introduce alternative painting tools and processes (optional).

Suggested Painting Artists and Resources, K-6

- Arthur Dove, Georgia O’Keefe, Faith Ringgold, Harold Pippin, Picasso

Printmaking

- Reinforce process of making a print.
- Reinforce care and use of printmaking materials and routines in art.
- Reinforce styrofoam plate printing.
 - ~ Line drawing on plate
 - ~ Print with ink
 - ~ Print with water-based markers on wet paper
 - ~ Practice utilizing whole surface of plate, working toward whole image (line, shape, texture).
- Introduce print editions.
- Experiment with stamping (optional).
- Experiment with stencils (optional).

Suggested Printmaking Artists and Resources, K-6

- Hiroshige, Edvard Munch, Andy Warhol

Fibers

- Introduce term “fiber arts.”
- Introduce weaving on cardboard loom.
- Set up own loom.
- Tie knots.

- Reinforce terms “weave,” “warp,” “weft,” “plain/tabby weave.”
- Paper weaving (optional).
- Other Fiber Options
 - ~ Yarn painting
 - ~ Yarn Stamps
 - ~ Sewing
 - ~ Doll-making
 - ~ Puppet-making
 - ~ Fabric
 - ~ Braiding
 - ~ Embroidery
 - ~ Stitchery
 - ~ Paper Sewing
 - ~ Fiber collage
 - ~ Ojo de Dios
 - ~ Beadwork in Weavings

PreK-12 Standard 2: Elements and Principles of Design

Students will demonstrate knowledge of the elements and principles of design.

Elements

Color

- Reinforce primary colors.
- Reinforce secondary colors.
- Reinforce warm/cool colors.
- Introduce tints/shades.

Line

- Use and identify a variety of line in the environment and in artwork.
- Use and identify properties of line (dark/light, thick/ thin) in artwork and the environment.
- Use line to:
 - ~ Create pattern.
 - ~ Create texture.
 - ~ Define shape.

Texture

- Differentiate between tactile and visual texture in environment and in artwork.
- Create tactile (actual) texture.
- Create visual (simulated) texture.

Shape and Form

- Differentiate between shape (2D) and form (3D) in environment and in artwork.
- See relationship between shape and form: triangle/pyramid, circle/sphere, square/cube.

- Identify and use basic shapes/forms: free-form/geometric, circle, square, rectangles, oval, triangles, sphere, cube, pyramid.

Space

- Introduce foreground.
- Introduce middle ground.
- Reinforce background.
- Reinforce overlapping.
- Reinforce “bleeding” (extending beyond edges of paper).

Value

- Use some light and dark in artwork.

Principles

Composition

- Reinforce balance.
- Reinforce repetition.
- Introduce focal point.
- Demonstrate an understanding of balance, pattern/repetition, focal point in artwork.
- Create artwork that demonstrates an understanding of balance, repetition/pattern, focal point.

Balance

- Reinforce symmetry.
- Introduce asymmetry.
- Identify symmetrical, asymmetrical in artwork and in environment.
- Use symmetrical, asymmetrical in artwork.

Pattern

- Identify and use combinations of lines, colors, shapes to create repetition.

PreK-12 Standard 3: Observation, Abstraction, Invention, and Expression

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

- Create artwork from direct observation.
- Create artwork from memory and imagination to tell a story or embody an idea or fantasy.

PreK-12 Standard 4: Drafting, Revising, and Exhibiting

Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

- Select one or more work(s) of art created during the year and discuss it/them with a parent, classmate, or teacher, explaining how the work was made.
- As a class, develop and use criteria for informal discussions about art.
- Produce work that shows an understanding of the concept of craftsmanship.

PreK-12 Standard 5: Critical Response

Students will describe and analyze their own work and the work of others, using appropriate visual arts vocabulary.

When appropriate, students will connect their analysis to interpretation.

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of the images seen in an art work and by identifying kinds of color, line, texture, shapes, and forms in the work.
- Classify artworks into general categories, such as drawing, painting, printmaking, collage, sculpture, pottery, fibers, architecture.
- Look for similarities and differences in works and present responses to the subject matter, materials, techniques.

CONNECTIONS STRANDS

HISTORY, CRITICISM, AND LINKS TO OTHER DISCIPLINES

Students learn about the history and criticism of visual arts and architecture, their role in the community and their links to other disciplines.

PreK-12 Standard 6: Purposes and Meanings in the Arts

Students will continue to discuss the meaning/purposes of art and changes throughout history.

Questions

- Why do we make art?
- How is art an integral part of everyday life?
- What is the artist trying to say?
- Who made this, and why?
- How does this work make me feel?"

PreK-12 Standard 7: Roles of Artists in Communities

Students will continue to discuss:

- How artists create their work by investigating and talking about the lives and works of artists through a variety of means, including: viewing prints, films, DVDs, pod-casts, online resources, or interacting with guest artists.
- The conditions under which artists work and exhibit.
- The roles of artists in different societies and periods of history (e.g., painters, sculptors, craftspeople, architects, illustrators, printmakers, product designers).

PreK-12 Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change

Through the use of print, film and online resources, students will continue to be exposed to a variety of artists from past and present cultures, different styles, and movements in art.

- Folk Art
- Pop Art
- Abstract Expressionism
- Realism
- Surrealism

PreK-12 Standard 9: Inventions, Technologies, and the Arts

Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

Art teachers and classroom teachers are encouraged to work together for two-way communication and reinforcement of ideas and concepts. Not only are art concepts reinforced in the regular classroom, but also other content area concepts are reinforced in the art room.

PreK-12 Standard 10: Interdisciplinary Connections

Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

Art teachers and classroom teachers are encouraged to work together for two-way communication and reinforcement of ideas and concepts. Not only are art concepts reinforced in the regular classroom, but also other content area concepts are reinforced in the art room.