

***MISSION***

***The Faculty and staff of Chadwick R-1 Schools in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success****.*

*Subject:*

*Art*

*Grade Level:*

*3rd Grade*

*Grade:3 Subject: Art*

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| ***Time Period*** | ***GLE/***  ***MO Standard/***  ***Common Core*** | ***Description*** | ***Notes--*** |
| ***August: Introduce/Review Lines, Shapes and Forms*** | | | |
| *August* | **GLEs:**  Strand I: 1A  Strand I: 1B  Strand I: 3A  Strand II: 1A  Strand II: 1B  Strand III: 1A  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Non-Objective Watercolor Resist*   * + Understand the term “non-objective artwork”   + Create a non-objective artwork using lines, shapes, colors, and patterns   + Define “Watercolor resist” and create a resist of their own   + Apply paint evenly over areas of artwork and create a wash   + Differentiate between shapes and forms   + Identify and use horizontal, vertical, diagonal lines   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***September: Continue Lines and Shapes. Introduce Color Theory and Warm/Cool colors.*** | | | |
| *September* | **GLEs:**  Strand I: 1B  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3 | *Color Wheel*   * + Paint lines and shapes in with even color using tempera paint   + Put colors in the correct order   + Identify and use primary and secondary colors   + Mix colors to create other colors   **Pre-Project Assessment:**   * Question/Answer * Worksheet on color and color mixing   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *September* | **GLEs:**  Strand I: 1B  Strand II: 1A  Strand II: 1E  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Jazzy Jungle Cats*   * Paint lines and fill in shapes with even color tempera * Identify and use warm and cool colors * Use lines and basic shapes to create a jungle animal * Identify the use of animals in African Art   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *September* | **GLEs:**  Strand I: 3A  Strand II: 1E  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Warm/Cool Illusions*   * + Identify and use warm and cool colors   + Create a non-objective artwork   **Pre-Project Assessment:**   * Question/Answer * Warm/cool color chart as class   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***October: Symmetry. Positive/Negative Space.*** | | | |
| *October* | **GLEs:**  Strand I: 3A  **MO STANDARDS:**  **FA 1**  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *People in Action Drawings*   * + Create drawings of people in action poses   + Understand/define the word action   + Accurately portray human figure with joins, muscles, etc.   **Pre-Project Assessment:**   * Question/Answer * Practice drawing as group-step by step   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *October* | **GLEs:**  Strand I: 1D  Strand II: 2A  Strand IV: 2A  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 4  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4  SL 1,2,3,4,6 | *Symmetrical Masks*   * + Create an artwork using symmetrical balance   + Design a mask using what they have learned about symmetry   + Cut a symmetrical shape from folded piece of paper   + Demonstrate additive process   + Explain how the math principle of symmetry is used in art   + Identify works of Art from Africa   **Pre-Project Assessment:**   * Question/Answer * Pre-project worksheet on symmetry   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *October* | **GLEs:**  Strand I: 1D  Strand I: 2A  Strand II: 2A  Strand III: 1A  Strand IV: 2A  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 4  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4  SL 1,2,3 | *Halloween Projects-Positive/Negative Space Pumpkin Collage*   * + Understand and use balance-symmetry   + Understand and use positive and negative space   + Cut a symmetrical shape from a folded piece of paper   + Glue all places down where they aren’t sticking up   + Identify and Define the “central axis”   + Identify Positive/Negative space artworks from a variety of countries   **Pre-Project Assessment:**   * Question/Answer * Quiz on symmetry   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class * Quiz on symmetry |  |
| ***November: Continue Symmetry. Cultural artworks.*** | | | |
| *November* | **GLEs:**  Strand I: 2A  Strand II: 2A  Strand IV: 2A  **MO STANDARDS:**  FA 1  FA 2  FA 4  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4  SL 1,2,3 | *Symmetrical Notan Collage*   * + Identify the Japanese art of Notan   + Understand and Use organic shapes   + Understand and use balance-symmetry   + Understand and use positive and negative space   + Cut a symmetrical shape from a folded piece of paper   **Pre-Project Assessment:**   * Question/Answer * Quiz on symmetry   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class * Quiz on symmetry |  |
| *November* | **GLEs:**  Strand I: 1D  Strand II: 1A  Strand II: 1B  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Dhurrie Rugs*   * Work as a group to complete an artwork * Create a cut paper collage * Demonstrate an additive process * Identify works of art from India * Use a variety of lines and shapes   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students/groups as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *November* | *Varies* | *Thanksgiving Project*  *-Varies by year* |  |
| ***December: Paper Mache- Additive Process*** | | | |
| *December* | **GLEs:**  Strand I: 1B  Strand I: 1D  Strand I: 2A  Strand I: 3A  Strand II: 1A  Strand II: 1C  Strand II: 1B  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Paper Mache Bowl*   * Paint lines and fill in shapes with even color using tempera paint * Demonstrate an additive process-paper mache * Manipulate paper to create forms * Create an original artwork using line, shape, color * Create sculpture in the round   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *December* | *Varies* | *Christmas Projects*  *-Varies* |  |
| ***January: Projects about family, community and self.*** | | | |
| *January* | **GLEs:**  Strand I: 3C  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  W 2,4  SL 1,2,3,4,6 | *Poster- My Community*   * Create artwork that communicates ideas about their community * Identify types of graphic arts * Design aesthetically pleasing poster using bold, colorful words, slogan, picture, etc.   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *January* | **GLEs:**  Strand I: 3C  Strand IV: 1A  **MO STANDARDS:**  FA 1  FA 4  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  RI 1,2,4  SL 1,2,3,4,6 | *Family Campaign Button*   * + Communicate ideas About group identity   + Identify political art – buttons, posters, etc.- US political art   + Create a campaign button reflecting their family and family values   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *January* | **GLEs:**  Strand I: 3A  Strand II: 1G  Strand I: 1D  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Cityscape Collage – Paper Manipulation*   * + Identify and describe the difference between a landscape and a cityscape.   + Create an original collage of a cityscape   + Identify and use middle ground, overlapping, and change of size to create illusion of space.   **Pre-Project Assessment:**   * Question/Answer * Landscaoe/Cityscape compare and contrast chart as group   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***February: Fiber Arts*** | | | |
| *February* | **GLEs:**  Strand II: 1A  Strand II: 1B  Strand V: 1A  Strand I: 1 D  **MO STANDARDS:**  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Paper Weaving*   * Identify and use horizontal, vertical, and diagonal lines * Differentiate between shapes and forms * Create a simple weaving * Identify Woven works of US   **Pre-Project Assessment:**   * Question/Answer * Pre-project worksheet on lines, shapes and forms   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *February* | **GLEs:**  Strand I: 3B  Strand V: 1A  Strand I: 1D  **MO STANDARDS:**  FA 1  FA 5  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Plastic Cup Weaving*   * + Create a container- fiber weaving   + Identify Woven works of Art from US, Europe, and Africa   + Define warp, weft, loom and shuttle   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *February* | **GLEs:**  Strand I: 1D  Strand I: 3A  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 5  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Op Art Hearts*   * + Create a paper weaving   + Identify Woven works of Art from US, Europe, and Africa   + Define and Identify “Pop Art” and artists from the movement   + Define warp, weft, loom and shuttle   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***March: Music/Art. Clay.*** | | | |
| *March* | **GLEs:**  Strand I: 3C  Strand IV: 1A  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 4  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  W 1,2,4  SL 1,2,3,4,6 | *Music and Art –Homemade Musical Instruments*   * + Create artwork that communicates ideas about music in community- African group identity   + Compare the art and music of a particular culture-Africa   + Create a drum out of recycled materials   **Pre-Project Assessment:**   * Question/Answer * Compare contrast chart as a class   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class * Question/Answer |  |
| *March* | **GLEs:**  Strand I: 2A  Strand II: 1D  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Personal Textured Tile*   * Create a slab using clay * Identify and Use impressed or implied textures to decorate their slab   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***April: Misc.*** | | | |
| *April* | **GLEs:**  Strand I: 1D  Strand I: 2A  Strand II: 1C  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Group Sculptures –Build Your Own Playground*   * + Work as a group to create a sculpture   + Manipulate paper in a variety of ways   + Manipulate paper to create forms   + Identify and demonstrate sculpture in-the-round   + Create a functional design for play area that is both useable and aesthetically pleasing   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students/groups as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *April* | *Varies* | *Additional Projects –Review* |  |
|  | **GLEs:**  Strand III: 1A  Strand III: 2A  Strand V: 1B  **MO STANDARDS:**  FA 3  FA 4  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4,9  W 1,2,4  SL 1,2,3,4,6 | *Compare and Contrast Art*   * Compare different responses students may have to the same artwork * Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes * Compare and contrast two artworks on: Subject matter, Media, Use of line, color, shape, and texture, Theme -Purpose of art in culture   **Pre-Project Assessment:**   * Question/Answer * Do compare/contrast chart as class   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project   Question/ Answer |  |
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