***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: 1BStrand III: 1A Strand V: 1A **MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 2Level 3Level 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
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| ***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
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| *September* | **GLEs:** Strand I: 1BStrand II: 1A Strand II: 1E **MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 2 Level 3Level 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
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| *September* | **GLEs:** Strand I: 3A Strand II: 1E**MO STANDARDS:** FA 1FA 2**DOK:** Level 1 Level 2Level 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
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| ***October: Symmetry. Positive/Negative Space.***  |
| *October* | **GLEs:** Strand I: 3A **MO STANDARDS:** **FA 1** **DOK:** Level 1 Level 2 Level 3Level 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
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| *October* | **GLEs:** Strand I: 1DStrand II: 2AStrand IV: 2A Strand V: 1A**MO STANDARDS:** FA 1FA 2FA 4FA 5 **DOK:** Level 1Level 2 Level 3 Level 4 **CC Standards for English/Writing:** RI 1,2,4SL 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
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| *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 2Level 3 Level 4 **CC Standards for English/Writing:** RI 1,2,4SL 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: 2AStrand II: 2AStrand IV: 2A**MO STANDARDS:** FA 1 FA 2 FA 4 **DOK:** Level 1 Level 2Level 3 Level 4 **CC Standards for English/Writing:** RI 1,2,4SL 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 2Level 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
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| *November*  | *Varies*  | *Thanksgiving Project* *-Varies by year* |  |
| ***December: Paper Mache- Additive Process*** |
| *December* | **GLEs:** Strand I: 1B Strand I: 1D Strand I: 2AStrand I: 3A Strand II: 1A Strand II: 1C Strand II: 1B**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 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 3Level 4 **CC Standards for English/Writing:** W 2,4SL 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
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| *January* | **GLEs:** Strand I: 3CStrand IV: 1A**MO STANDARDS:** FA 1FA 4 **DOK:** Level 1 Level 2 Level 4 **CC Standards for English/Writing:** RI 1,2,4SL 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: 3AStrand II: 1GStrand I: 1D **MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 2Level 3Level 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
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| ***February: Fiber Arts***  |
| *February* | **GLEs:**Strand II: 1AStrand II: 1BStrand V: 1AStrand I: 1 D **MO STANDARDS:** FA 2FA 5 **DOK:** Level 1 Level 2Level 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
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| *February* | **GLEs:** Strand I: 3BStrand V: 1AStrand I: 1D **MO STANDARDS:** FA 1FA 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 1FA 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: 3CStrand IV: 1AStrand V: 1A**MO STANDARDS:** FA 1FA 4FA 5 **DOK:** Level 1 Level 2Level 3 Level 4 **CC Standards for English/Writing:** W 1,2,4SL 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: 2AStrand II: 1D**MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 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
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| ***April: Misc.***  |
| *April* | **GLEs:** Strand I: 1DStrand I: 2AStrand II: 1C**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1 Level 2Level 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: 1AStrand III: 2A Strand V: 1B**MO STANDARDS:** FA 3FA 4 **DOK:** Level 1 Level 2 Level 3Level 4 **CC Standards for English/Writing:** RI 1,2,4,9W 1,2,4SL 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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