

Page County Public Schools: Visual Art Curriculum 2011

THIRD	OBJECTIVE : The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures, and they will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.
BIG IDEA: CULTURES	

First Term	Second Term	Third Term	Fourth Term	Possible Curriculum Connections
3.2 Use various art processes and techniques to produce works of art that demonstrate craftsmanship. 3.4 Identify and use: <ul style="list-style-type: none"> • Intermediate colors; warm/ cool colors; positive/ negative space; balance, pattern, and contrast. 3.5 Compare, contrast, and use organic and geometric shapes in works of art. 3.10 Produce a work of art that communicates feelings. 3.13 Discuss how history, culture, & the visual arts influence each other. 3.18 Explain the role of archaeology in learning about the art of past cultures. 3.20 Describe the problem solving process in personal art production. 3.22 Analyze works of art by subject matter, including portrait, landscape, still life, and narrative.	3.6 Create a functional object reflecting contributions of Greco-Roman civs. 3.8 Identify and use foreground, middle ground, and background in 2-D works of art. 3.9 Identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone). 3.14 Distinguish characteristics of landscape, seascape, and cityscape. 3.15 Compare/ contrast architectural styles of ancient cultures. 3.21 Discuss the difference between art and other types of objects 3.25 Examine relationship between form & function in cultural artifacts. 3.26 Identify common attributes in works of art produced by artists within one culture	3.3 Develop art ideas from a variety of sources, including print, non-print, and technology. 3.7 Create illusion of depth on a 2-D surface, using overlapping, size variation, & placement. 3.11 Create a work of art in clay, using the coil- building process. 3.16 Identify & examine objects of the early West African empire of Mali. 3.24 Analyze works of art for the use of rhythm; balance, and spatial relationships. 3.27 Determine why art has value.	3.1 Identify innovative solutions used by artists to solve visual problems. 3.12 Identify and discuss common characteristics in various art careers. 3.17 Identify how art reflects times, places, & cultures. 3.19 Examine/discuss why interpretations of an art work change throughout history 3.23 Express informed judgments about works of art. 3.28 Develop and describe personal reasons for valuing works of art.	3.1 Science: 3.3 3.2 English: 2.9 3.3 English: 3.7 3.4 Math: 3.16, 19 3.5 Math: 3.14 3.6 History: 3.4 3.7 Math: 3.16 3.8 Math: 3.16 3.9 Math: 3.14 3.10 English: 3.11 3.11 Science: 3.7 3.12 History: 3.8 3.13 History: 3.1 3.14 English: 3.2 3.15 History: 3.1 3.16 History: 3.2 3.17 History: 3.12 3.18 English: 3.1 3.19 English: 3.2 3.20 English: 3.2 3.21 History: 3.1 3.22 English: 3.9 3.23 English: 3.9 3.24 Math: 3.16 3.25 History: 3.7 3.26 English: 3.9 3.27 English: 3.1 3.28 English: 3.9

Possible Artist	Visual Literacy Resources	Vocabulary		TAG Extensions
Henri Matisse Grandma Moses Da Vinci Van Gogh Picasso Gaugin Homer Wood Calder	Beasts of the Sea – Matisse Starry Night – Van Gogh Parthenon- Greece Pantheon- Roman Malian architecture Precolumbian Architecture	Archaeology Architecture Artifact Asymmetry Background Balance Cityscape Cool colors Warm colors Folk art Foreground	Intermediate Colors Middle ground Negative space Positive space Overlapping Palette Proportion Rhythm Seascape Symmetry	<ul style="list-style-type: none"> • Weave on a loom • Create a work of art using color to demonstrate feelings • Visit museums For further Special Education & TAG accommodations visit the ACPS Differentiation plan: http://intranet.acps.k12.va.us/tag/diff_creative.php