

VISUAL ARTS
Hobbs Municipal Schools
3rd Grade

Date	New Mexico State Standards	Core Knowledge Connection
	<p>I. Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theater/drama, and visual arts.</p> <p>A. K- 4 BENCHMARK 1A: <i>Participate in the process of making and looking at works of art to understand the <u>elements of art</u>: <u>line</u>, <u>shape</u>, <u>form</u>, <u>color</u>, and <u>texture</u>.</i></p> <ol style="list-style-type: none"> 1. Group colors based on formal and informal criteria (warm cool, limited <i>color schemes</i>, etc.) 2. Predict how different elements of art will enhance images. <p>B. K- 4 BENCHMARK 1B: <i>Explore art <u>materials</u>, <u>tools</u> and <u>techniques</u>.</i></p> <ol style="list-style-type: none"> 1. Associate various techniques with appropriate media/materials. <p>C. K-4 Benchmark 1C: <i>Use art materials and tools safely and responsibly.</i></p> <ol style="list-style-type: none"> 1. Demonstrate responsibility for art materials. 2. Predict consequences of proper/improper use of materials. 	<p>Elements of art:</p> <ul style="list-style-type: none"> • Name the elements of art: line, shape, form, color, texture, and space • Find examples of the elements of art in the Core Knowledge art prints <p>Color:</p> <ul style="list-style-type: none"> • Create a color wheel showing the three primary colors (red, yellow, and blue) and, in between them, the colors (orange, green, and purple). • Mix the primary colors to create the intermediate colors. • Name the complementary colors on the color wheel: red and green, yellow and violet, blue and orange • Recognize warm (red, yellow, orange) and cool (blue, green, purple) colors <p>Space:</p> <ul style="list-style-type: none"> • Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth • Examine the foreground, middle ground, and background in paintings, including <i>The Gleaners</i> by Jean Millet and <i>Peasant Wedding</i> by Pieter Bruegel <p>Explore art materials by drawing, painting, cutting, pasting, creating mosaics, weaving, and sculpting with clay.</p>

	<p>II. Content Standard 2: Use dance, music, theater/drama, and visual arts to express ideas.</p> <p>A. K- 4 Benchmark 2A: <i>Create artwork that expresses ideas, feelings, and experiences about self, family, community and the world.</i></p> <ol style="list-style-type: none"> 1. Interpret personal experiences through images. 2. Understand personal, local, and global events as inspiration for expression. 	
	<p>III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</p> <p>A. K- 4 Benchmark 3A: <i>Explore characteristics of the visual arts and other arts disciplines.</i></p> <ol style="list-style-type: none"> 1. Describe similarities between visual art and other arts disciplines. 2. Associate visual design elements with concepts from other arts disciplines. <p>B. K- 4 Benchmark 3B: <i>Explore connections between the visual arts and other content areas.</i></p> <ol style="list-style-type: none"> 1. Discuss art concepts such as texture, repetition, contrast, balance, symmetry and pattern within other content areas. 2. Understand connections between visual arts and other content areas. 	<p>Understand two dimensional (height, width) and three-dimensional (height, width, depth)</p> <p>Observe relationship between two- and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder</p> <p>Discuss these terms as a part of math and art activities: symmetry, pattern, repetition, balance</p>
	<p>IV. Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</p> <p>A. K- 4 Benchmark 4A: <i>Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</i></p> <ol style="list-style-type: none"> 1. Understand how works of art are produced using various steps and various sources of inspiration. 2. Interpret the possible sources of inspiration in works of art. <p>B. K- 4 Benchmark 4B: <i>Practice methods of reflection and self-evaluation of one's own artwork.</i></p> <ol style="list-style-type: none"> 1. Discuss and reflect about the process of creating art. 2. Review and interpret the artistic intent in the creation of a work of art. 	<p>Interpret the personal experiences that inspired the artists to paint the following: <i>Peasant Wedding</i> by Pieter Bruegel <i>The Interior of the Pantheon</i> by Giovanni Panini <i>The Horse Fair</i> by Rosa Bonheur <i>The Bath</i> by Mary Cassatt <i>Icarus</i> by Henri Matisse <i>The Peaceable Kingdom</i> by Edward Hicks <i>Victorian Interior</i> by Horace Pippin Discuss the global events that inspired the following creations: <i>Belshazzar's Feast</i> by Rembrandt van Rijn San Vitale mosaics in Ravenna, Italy</p>

	<p>V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>A. K- 4 Benchmark 5A: <i>Develop necessary skills for identifying the design elements, narrative components and <u>symbolism</u> in a work of art.</i></p> <ol style="list-style-type: none"> 1. Understand narration and symbolism as applied to art. 2. Compare at least two pieces of art in terms of similarities and differences. <p>B. K-4 Benchmark 5B: <i>Develop and practice skills necessary for communicating responses to a work of art.</i></p> <ol style="list-style-type: none"> 1. Interpret the meaning of a piece of art. 2. Make a summary observation about a work of art using the vocabulary of visual art. 	<p>Understand the spiritual purposes and significance of many American Indian works of art: blankets, rugs, sand paintings, masks, Kachina dolls</p> <p>Compare the use of light and shadow in <i>The Milkmaid</i> by Jan Vermeer and <i>Ruby Green Singing</i> by James Chapin.</p>
	<p>VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p>A. K-4 Benchmark 6A: <i>Explore the visual arts of diverse peoples, times, places and cultures.</i></p> <ol style="list-style-type: none"> 1. Group art from various cultures or periods of history. 2. Make interpretations of art that reflects cultural and historical influences. 	<p>Compare the following works of art by American artists: <i>Ruby Green Singing</i> by James Chapin <i>Victorian Interior</i> by Horace Pippin <i>Tar Beach</i> by Faith Ringgold</p> <p>Explore artwork of ancient Roman and Byzantine civilization: Le Pont du Gard, The Pantheon, Byzantine mosaics, Hagia Sophia</p>
	<p>VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>A. K-4 Benchmark 7A: <i>Explore the role of specific inventions and their influence on art.</i></p> <ol style="list-style-type: none"> 1. Describe an impact of invention and technology on art 2. Understand how various technologies are used to create works of art. 	<p>Understand how a loom is used to weave a rug</p> <p>Discuss the use of Media Cast as an example of technology and visual art instruction</p>
	<p>VIII. Content Standard 8: Contribute to communities by sharing expertise in the visual arts and by participating in the activities of cultural institutions.</p> <p>A. K- 4 Benchmark 8A: <i>View art in various community settings.</i></p> <ol style="list-style-type: none"> 1. Discuss famous museums. 2. Associate types of art with likely display settings. <p>B. K- 4 Benchmark 8B: <i>Develop an awareness of how artists have contributed to the community, and/or contribute artistically to the community.</i></p> <ol style="list-style-type: none"> 1. Describe various art careers. 	<p>Discuss Hagia Sophia as a museum in Istanbul, Turkey</p> <p>Review the Guggenheim Museum in New York City from 2nd grade View school's student art gallery</p>

	2. Participate in school or community art displays.	Visit the Western Heritage Museum Each student will exhibit at least one art piece in the annual art fair
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Art Resources:

Core Knowledge Sequence, pp. 74-75

Core Knowledge Art Prints

HMS K-6 Art Resource Guide

HMS 3rd Grade Art Resource Guide

What Your 3rd Grader Needs to Know, pp. 161-179

“It’s a Spiral Thing” art workshop through Media Cast (school network)

Posters—Elements of Art and Principles of Design

Art supplies and materials