

## MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Disciplinary Literacy

Grade: Grade 3  
MLR Span: 3 - 5

**MLR Content Standard: A: Disciplinary Literacy – Visual Arts**  
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

\*Assessment

| <b>Disciplinary Literacy</b>                    | <b>MLR Performance Indicators</b>  | <b>MSAD #54 Objectives</b>  | <b>Instructional Resources/Activities</b>  |
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| <b>Artist’s Purpose</b>                         | 1.Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.  | Students will:<br>1a.learn about a variety of art movements and world cultures.   | 1a.Create a piece of artwork based on literature and/or artwork from another culture or time period<br>Lesson Examples:<br>Paul Klee Landscapes<br>Matisse Name Collages (Book, “A Bird or Two”)<br>Paper Crane Origami<br>Tasty Thiebauds<br><br>1a.Create a piece of artwork that communicates a feeling or idea |
| <b>Elements of Art and Principles of Design</b> | 2.Students describe features of composition.<br><br>a.Describe Elements of Art: color, form, line, shape, space, texture, and value.<br><br>b.Describe Principles of Design including balance, contrast, emphasis, movement, and pattern.. | Students will describe:<br><br>a1.Elements of Art: color, lines, space, shape (silhouette)<br><br>b1.Principles of Design: Balance (use of picture plane, symmetry, asymmetry), complex patterns, emphasis, unity movement, and proportion. | a1-b1.Use existing artwork, resources (ex. Color wheel), and student created works to demonstrate knowledge of the Elements of Art and Principles of Design listed to the left.<br>Lesson Examples:<br>3-D Color Wheel<br>Warm/Cool Paintings  |
| <b>Media, Tools, Techniques, and Processes</b>  | 3.Students describe a variety of media and associated tools,   | Students will:<br>3a.demonstrate knowledge of the use of tools and media used   | Drawing<br>Painting  |

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|  | techniques, and processes, for multiple art forms and genres. | to create a variety of art forms.<br>Students will explore art-based computer applications and websites. | Collage<br>Clay<br>Printmaking<br>Weaving<br>Mixed media including computer applications |
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## MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Creation/Expression

Grade: Grade 3  
MLR Span: 3 - 5

**MLR Content Standard: B:Creation, Performance, and Expression**  
Students create, express, and communicate through the art discipline.

\*Assessment

| <b>Creation/<br/>Expression</b> | <b>MLR Performance<br/>Indicators</b>  | <b>MSAD #54<br/>Objectives</b>  | <b>Instructional<br/>Resources/Activities</b>                                  |
|---------------------------------|--|---|--|
| <b>Media Skills</b>             | 1.Students use a variety of media, tools, techniques, and processes to create original art works.  | Students will:<br>1a.explore drawing, painting, collage, sculpture, printmaking, and weaving, as well as computer generated media.  | Landscape<br>Seascape<br>Still Life<br>Portrait<br>Sculpture<br>Digital Images |
| <b>Composition Skills</b>       | 2.Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms. | Students will:<br>demonstrate knowledge of Elements and Principles of art through the exploration of a variety of art projects.   | Drawing<br>Painting<br>Collage<br>Clay/Sculpture<br>Printmaking<br>Weaving     |
| <b>Making Meaning</b>           | 3.Students create art works that communicate ideas, feelings, and meanings demonstrate skill in the use of media, tools, techniques, and processes.  | Students will:<br>create art that conveys feeling or communicates an idea through skills learned in creating different art forms.<br><br>Students will learn to write and talk about their art through reflections and critiques. | Drawing<br>Painting<br>Collage<br>Clay/Sculpture<br>Printmaking<br>Weaving     |
| <b>Exhibition</b>               | 4. Students help with the selection and preparation of art works for display in the classroom, school,   | Students will:<br>select artwork for display and discuss these works using appropriate art vocabulary.  | Art room critiques and discussions   |

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|  | or other community location. |  |  |
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## MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Problem Solving

Grade: Grade 3  
MLR Span: 3 - 5

**MLR Content Standard: C: Creative Problem Solving**  
Students approach artistic problem-solving using multiple solutions and the creative process.

\*Assessment

|  | <b>MLR Performance Indicators</b>  | <b>MSAD #54 Objectives</b>   | <b>Instructional Resources/Activities</b>  |
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| <b>Application of Creative Process</b> | <p>1.Students describe and apply steps of creative problem-solving.</p> <p>a.Identify problem</p> <p>b.Define problem</p> <p>c.Generate a variety of solutions.</p> <p>d.Implement solution(s).</p> <p>e.Evaluate solution(s).</p> | <p>Students will</p> <p>a1.identify criteria of a project.</p> <p>b1.understand desired outcome.</p> <p>c1.imagine many options.</p> <p>d1.select preferred option and create artwork.</p> <p>e1.reflect on completed artwork.</p> | <p>a1-d1.Break down projects and brainstorm as a class through problem-solving steps.</p> <p>e1.complete individual artwork evaluations.</p> |

## MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Aesthetics

Grade: Grade 3  
MLR Span: 3 - 5

**MLR Content Standard: D: Aesthetics and Criticism**  
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

\*Assessment

|                                 | <b>MLR Performance Indicators PreK-2</b>   | <b>MSAD #54 Objectives</b>  | <b>Instructional Resources/Activities</b>  |
|---------------------------------|--|---|--|
| <b>Aesthetics and Criticism</b> | <p>1.Students describe and compare art forms.</p> <p>a.Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy.</u></p> <p>b.Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c.Explain purposes for making art in different times and places, including cultural traditions, personal expressions, and communication of beliefs.</p> | <p>Students will:</p> <p>a1-c1.explore existing fine artworks and student created works using concepts, art elements, and design principles discussed in the art classroom.</p> | <p>a1-c1.View fine artworks using Visual Thinking Strategy method.<br/>Resource: See, Think,Wonder Worksheet</p> <p>a1-c1.view peer artworks using a variety of critique methods.<br/>Examples:<br/>Pair-Share<br/>Positive Pause</p> <p>a1-c1.Listen to stories about artists</p> |

## MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Connections

Grade: Grade 3  
MLR Span: 3 - 5

**MLR Content Standard: E: Visual and Performing Arts Connections**  
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

\*Assessment

| Connections                                       | MLR Performance Indicators PreK-2  | MSAD #54 Objectives  | Instructional Resources/Activities  |
|---|--|--|---|
| <b>The Arts and History and World Culture</b>     | 1.Students explain that the visual/performing arts help people understand history and/or world cultures.   | Students will:<br>explore artworks of a variety of cultures for comparison and contrasting.  | Create an artwork that appreciates a variety of cultures, for example, paper mask making.<br>Lesson Example:<br>Paper Crane Origami |
| <b>The Arts and Other Disciplines</b>             | 2.Students describe characteristics shared between and among the arts and other disciplines.   | Students will:<br>make connections between their artwork and other disciplines.  | Integrate art concept with science, math, literacy, etc.  |
| <b>Goal Setting</b>                               | 3.Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.                    | Students will:<br>3a.be able to create an effective artwork in the timeframe allotted.<br><br>3b.learn to communicate their ideas and share tools. |   |
| <b>Impact of the Arts on Lifestyle and Career</b> | 4. Students describe the contribution of the arts on lifestyle and career choices.<br><br>a.Identify the various roles of, and requirements to become, artists.<br><br>b.Describe the benefit of | Students will:<br><br>a1.learn about a variety of “real” artists.<br><br>b1.explore when/where they  | a1-b1. Discuss of the lives of artists and the presence of art in our daily lives.  |

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|                                    | <p>participation in the arts on a healthy lifestyle including the use of leisure time.</p>  | <p>encounter and/or participate in the arts daily.</p>  |  |
| <p><b>Interpersonal Skills</b></p> | <p>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing to art</p> <p>i. Demonstrating safe behavior</p> | <p>Students will:</p> <p>a5-i5. appreciate contributions of classmates.</p> <p>a5-i5. develop personal pride in their work.</p> <p>a5-i5. recognize classroom responsibilities.</p> |  |