

Third Grade Art Pacing Guide

August 2015

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p><u>Self Portrait</u></p> <ul style="list-style-type: none"> • 3.28 The student will recognize the role of the artist as a recorder of history prior to the invention of the camera. • 3.32 The student will categorize works of art by subject matter, including portrait, landscape, still life, and narrative. <p><u>Line</u></p> <ul style="list-style-type: none"> • 3.1 The student will identify that movement can be created with line through repetition. <p><u>Shape</u></p> <ul style="list-style-type: none"> • 3.2 The student will identify basic shapes in works of art. • 3.3 The student will identify architectural forms that are variations of the cube, cylinder, sphere, pyramid, and cone. • 3.8 The student will compare and contrast organic and geometric shapes in works of art. 	Continued	<p><u>Printmaking</u></p> <ul style="list-style-type: none"> • 3.11 The student will identify and use a variety of patterns. <p><u>Culture</u></p> <ul style="list-style-type: none"> • 3.20 The student will create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts. • 3.23 The student will discuss how history, culture, and the visual arts influence each other. • 3.25 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome. • 3.26 The student will identify works of art that reflect times, places, and cultures. • 3.27 The student will explain the role of archaeology in learning about the art of past cultures. • 3.34 The student will discuss how criteria used to value art varies from one culture to another. 	Continued

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<p><u>Texture</u></p> <ul style="list-style-type: none"> 3.6 The student will create a work of art using tactile texture. <p><u>Color</u></p> <ul style="list-style-type: none"> 3.4 The student will identify and use the intermediate colors 3.5 The student will identify and use warm and cool colors. 3.13 The student will recognize that color can create emphasis in art. <p><u>Pattern</u></p> <ul style="list-style-type: none"> 3.11 The student will identify and use a variety of patterns. <p><u>Space</u></p> <ul style="list-style-type: none"> 3.7 The student will identify and use foreground, middle ground, and background in two-dimensional works of art. 3.9 The student will recognize positive and negative space. 		<ul style="list-style-type: none"> 3.35 The student will examine the relationship between beauty and function in the artifacts of a culture 3.36 The student will identify common attributes in works of art produced by artists within one culture. <p><u>Self Portrait</u></p> <ul style="list-style-type: none"> 3.28 The student will recognize the role of the artist as a recorder of history prior to the invention of the camera. 3.32 The student will categorize works of art by subject matter, including portrait, landscape, still life, and narrative. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> 3.20 The student will create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts. 3.22 The student will create a pinch pot in clay. 	

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<ul style="list-style-type: none"> ● 3.10 The student will create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane. ● 3.12 The student will identify and use balance—symmetrical and asymmetrical. <p>These SOLs are covered throughout the year:</p> <ul style="list-style-type: none"> ● 3.14 The student will identify innovative solutions used by artists to solve visual problems ● 3.15 The student will use various art processes and techniques to produce works of art. ● 3.16 The student will demonstrate the ability to use a variety of brushstrokes. ● 3.17 The student will demonstrate the ability to draw by direct observation. ● 3.18 The student will develop art ideas from alternative sources, including print, non-print, and technology. 		<p><u>Weaving</u></p> <p>3.11 The student will identify and use a variety of patterns.</p>	

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<ul style="list-style-type: none"> • 3.19 The student will create a work of art based on interpretation of sensory experiences. • 3.21 The student will produce a work of art that communicates feelings. • 3.24 The student will identify distinguishing characteristics of landscape, seascape, and cityscape. • 3.29 The student will discuss why works of art have been interpreted in different ways throughout history. • 3.30 The student will describe the problem-solving process involved in producing personal works of art using appropriate art vocabulary. • 3.31 The student will discuss the difference between art and artifacts using appropriate art vocabulary. 			

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<ul style="list-style-type: none">• 3.33 The student will analyze works of art for the use of<ol style="list-style-type: none">1. rhythm;2. balance—symmetry and asymmetry; and3. spatial relationships—overlapping, size, proportion, and placement• 3.37 The student will develop and describe personal reasons for valuing works of art.			