

Scope and Sequence – Third Grade Art

Subject	Grade	9 Weeks	
Art	3rd	1 st – 3 rd	
TEKS / Student Expectations:		Examples / Specifications:	
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:		For example students might participate in the following activities:	
(A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;		1. HPISD 100 Year Artwork http://www.artsonia.com/museum/gallery.asp?exhibit=685945	
(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and		2. Moroccan Tile Prints http://www.artsonia.com/museum/gallery.asp?exhibit=689085	
(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.		3. Annual C.A.R.E. Calendar Contest Art http://www.artsonia.com/museum/gallery.asp?exhibit=769363	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
perception, community art, elements of art, principles of design		resource books from the library pertaining to lesson, visual examples from master artists, project examples	
Weblinks / Other Resources:			
Activities: develop patterns for tiles, brainstorm ideas related to subject matter	Other Resources: student work from previous years	Weblinks:	
External Assessment:		Local Assessment:	
Art displays, including Artome Art Show & Artsonia digital portfolios.		Teacher observation, self & peer critique, reflection, & analysis.	

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TEKS / Student Expectations:		Examples / Specifications:	
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to:		For example students might participate in the following activities:	
(A) integrate ideas drawn from life experiences to create original works of art;		1. Dia de los Muertos Masks http://www.artsonia.com/museum/gallery.asp?exhibit=718501	
(B) create compositions using the elements of art and principles of design; and		2. Character Weavings https://www.artsonia.com/museum/gallery.asp?exhibit=735520	
(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.		3. Georgia O’Keeffe Inspired Flowers http://www.artsonia.com/museum/gallery.asp?exhibit=786591	
		4. Andy Goldsworthy Inspired Environmental Art http://www.artsonia.com/museum/gallery.asp?exhibit=792557	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Symmetry, magnification, environmental art, nature, weaving, warp, weft, loom		“My Name is Georgia” by Jeannette Winter http://education.nationalgeographic.com/education/media/dia-de-los-muertos/?ar_a=1	
Weblinks / Other Resources:			
Activities: develop drawings as plans for project, list ideas, draw from nature or photos, explore natural materials to include in art making			
External Assessment: Art displays, including Artome Art Show, and Artsonia digital Portfolio		Local Assessment: Teacher observation, self & peer critique and analysis.	Weblinks: https://www.youtube.com/watch?v= opAMkK95gE

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TEKS / Student Expectations:		Examples / Specifications:	
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:		For example students might participate in the following activities:	
(A) identify simple main ideas expressed in artworks from various times and places;		Egyptian Self Portraits http://www.artsonia.com/museum/gallery.asp?exhibit=775825	
(B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;		Australian Dot Paintings http://www.artsonia.com/museum/gallery.asp?exhibit=427729	
(C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and		Chinese Torn Paper Landscapes http://www.artsonia.com/museum/gallery.asp?exhibit=418120 Shadow Portraits (Photography) https://www.artsonia.com/museum/gallery.asp?exhibit=642543	
(D) investigate the connections of visual art concepts to other disciplines.		Biography Research Collage - Romare Bearden https://www.artsonia.com/museum/gallery.asp?exhibit=779657 Solar System Printmaking https://www.artsonia.com/museum/gallery.asp?exhibit=747742	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Pointillism, self-portrait, landscape, collage, printmaking		Our Solar System by Seymour Simon	
Weblinks / Other Resources:			
Activities: look at related images that students will use as inspiration	Other Resources: Library books exploring the topics, artwork examples from related artists	Weblinks:	
External Assessment:		Local Assessment:	
Art displays, including Artome Art Show, and Artsonia digital Portfolio		Teacher observation, self & peer critique and analysis.	

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TEKS / Student Expectations:		Examples / Specifications:	
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:		For example students might participate in the following activities:	
(A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;		Illustrate the Elements of Art https://www.artsonia.com/museum/gallery.asp?exhibit=839908 Sharing & discussing personal artworks during class reflection time.	
(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and		Accessing & discussing various online art images and art collections during class discussions. Visit art museum websites and/or https://www.google.com/culturalinstitute/project/art-project	
(C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.		Upload personal artworks to Artsonia.com & digitally recording personal Artist Statements about their work.	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Weblinks / Other Resources:		Various art image/art museum websites	
Activities:			
External Assessment: Art displays, including Artome Art Show, and Artsonia digital Portfolio		Local Assessment: Teacher observation, self & peer critique and analysis.	Weblinks: www.artsonia.com