<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identifies and uses blending techniques</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Layer two or more colors using crayon, colored pencil, or oil pastel</td>
</tr>
</tbody>
</table>

| Alignments:                                                            |
|-----------------|-----------------------------------------------------------------------------|
| Performance:  2.5 | Knowledge: (FA) 1                                                            |
| VAGLE: PP.1.A     | NETS: 3b                                                                     |
| NETS: 3b         | DOK: 4                                                                       |

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
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</thead>
<tbody>
<tr>
<td>• Model blending techniques</td>
</tr>
<tr>
<td>• Create an artwork where color is blended using:</td>
</tr>
<tr>
<td>• Crayons</td>
</tr>
<tr>
<td>• Colored pencil</td>
</tr>
<tr>
<td>• Oil pastel</td>
</tr>
<tr>
<td>• Teacher modeling using:</td>
</tr>
<tr>
<td>• an easel</td>
</tr>
<tr>
<td>• a document camera</td>
</tr>
<tr>
<td>• the SMART Board</td>
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<tr>
<td>• Identify blending in examples of artwork on the SMART Board</td>
</tr>
<tr>
<td>• Small group guided practice</td>
</tr>
</tbody>
</table>
### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer/self-evaluation
- Guided/individual practice
- Performance application
- Observation

### Sample Assessment Questions

- Can you describe how different media can be used to blend or layer different colors?
- Can you compare/contrast blending different media?
- What media do you think is easier to blend or layer?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- 

### Cross Curricular Connections

- 

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Board Approved 7-15-13

Revised 2014
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### Concept

B. Uses painting techniques with control

### Learning Targets

2.
- Apply paint in even strokes to create a watercolor/thinned tempera wash
- Paint lines and fill in shapes with even color using tempera

### Alignments:

- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.1.B
- NETS: 3b
- DOK: 4

### Instructional Strategies

- Teacher modeling:
  - water color painting techniques
  - creating a painting that demonstrates proper use of paintbrush by outlining and filling in evenly with paint
- Crayon Resist project
- Guided practice using a document camera
- SMART Board: PowerPoint or video showing watercolor techniques

### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer/self-evaluation
- Guided/individual practice
- Performance application/application
### Sample Assessment Questions

- Can you describe the difference between transparent and opaque?

### Instructional Resources/Tools

- SMART Board
- Videos
- Document camera

### Literacy Connections

- 

### Cross Curricular Connections

- 

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<tr>
<td><strong>Concept</strong></td>
<td>C. Uses: • printmaking techniques • weaving techniques</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td>3. • Demonstrate an additive printing process (e.g., string, cardboard, glue, found objects)</td>
</tr>
<tr>
<td></td>
<td>• Create a simple multi-media weaving (paper, yarn, etc.)</td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
<td>Performance: 2.5 Knowledge: (FA) 1 VAGLE: PP.1.D NETS: 3a DOK: 4</td>
</tr>
<tr>
<td><strong>Instructional Strategies</strong></td>
<td>• Create a printing plate using an additive process</td>
</tr>
<tr>
<td></td>
<td>• Create a paper and/or yarn weaving using an alternating pattern (abab)</td>
</tr>
<tr>
<td></td>
<td>• SMART Board: View/discuss examples of various types of printmaking</td>
</tr>
<tr>
<td></td>
<td>• Guided practice with small groups</td>
</tr>
<tr>
<td></td>
<td>• Teacher modeling with: • document camera • small groups</td>
</tr>
<tr>
<td><strong>Assessments/Evaluations</strong></td>
<td>• “I Can” statement and self-evaluation</td>
</tr>
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<td>• Guided/individual practice</td>
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<tr>
<td></td>
<td>• Performance application</td>
</tr>
</tbody>
</table>
### Sample Assessment Questions

- What kinds of materials can you use to create a print?
- What kinds of materials can you use to create a weaving?

### Instructional Resources/Tools

- Document camera
- SMART Board
- Books related to the learning target

### Literacy Connections

- *Andy Warhol*
- *Raising Dragons* by Jerdine Nolan

### Cross Curriculum Connections

- Social Studies: History – purpose of art in culture (fiber weaving)
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<tr>
<td></td>
<td>Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

**Concept**

D. Uses:
- three-dimensional sculpture techniques
- relief sculpture techniques
- three-dimensional and relief techniques

**Learning Targets**

1. Manipulate paper to create forms (in-the-round)
- Cut a symmetrical shape from a folded piece of paper
- Modeling with clay or a similar material: Create applied and impressed textures

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.2.A
- NETS: 1a,b
- DOK: 4

**Instructional Strategies**

- Create a three-dimensional paper sculpture using paper techniques with control
- Create an artwork using symmetrical shapes cut from folded paper
- Press objects into clay to create applied and impressed textures
- SMART Board: Examine artworks
- Teacher modeling
- Guided practice

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer/self-evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- Can you explain what “in the round” means?
- Can you find the line of symmetry in these shapes?
- Can you name some items you can use to create texture in clay?

### Instructional Resources/Tools

- SMART Board
- Document camera
- Books related to the learning target
- www.artsconnected.org

### Literacy Connections

- *Dragons and Monsters* by Matthew Reinhart, Robert Sabuda

### Cross Curricular Connections

- Math: Symmetry
- Social Studies: History
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<tr>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
</tr>
<tr>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td>Learning Targets</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>Identifies and produces a variety of art</td>
</tr>
</tbody>
</table>

1.  
- Figure: Create an original artwork of a figure in an action pose  
- Landscape: Create an original landscape, cityscape, seascape, etc.  
- Non-Objective: Create an original artwork using line, shape and color  
- Portrait: Create a self-portrait or portrait of another person using observation skills

**Alignments:**  
- Performance: 2.5  
- Knowledge: (FA) 1  
- VAGLE: PP.3.A  
- NETS: 1b,d  
- DOK: 4

**Instructional Strategies**
- Using any media, create a(n):  
  - artwork of a figure in motion  
  - landscape (cityscape, seascape, etc.)  
  - non-objective design using a variety of:  
    - lines  
    - geometric or organic shapes and colors  
- SMART Board: Examine artworks  
- Teacher modeling using a document camera  
- Guided practice
### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

### Sample Assessment Questions

- Can you name some things you would see in a landscape?
- What is the difference between abstract and non-objective art?

### Instructional Resources/Tools

- SMART Board
- Document camera
- Books related to the learning target

### Literacy Connections

- Non-objective – Tumblebooks website – *When Pigasso Met Mootisse*
- *Grandma Moses*
- *Tar Beach* by Faith Ringgold
- *Rattlebone Rock*

### Cross Curricular Connections

- Physical Education/Health:
  - human body
  - dance
- Social Studies:
  - History
  - Geography – cities
- Math: Geometry – shapes
- Science: Force and Motion
### Strand Product/Performance

#### Big Idea

**Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes**

**Concept**

F. Identifies and creates specific types of functional art

**Learning Targets**

2. Create a container (e.g., paper box, clay pot, fiber basket)

#### Alignments:

- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.B
- NETS: 1c
- DOK: 4

#### Instructional Strategies

- Create any type of container, such as a:
  - bowl
  - box
  - pot
  - basket
  - using:
    - paper
    - clay
    - fiber
- SMART Board: Examine various types of containers
- Teacher modeling
- Small group guided practice

#### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- Can you give examples of kinds of art that is “functional?”
- Can you tell what kinds of materials can be used to create a container?

### Instructional Resources/Tools

- SMART Board
- Document camera
- Books related to the learning target

### Literacy Connections

- *Helen Cordero and the Pueblo Storytellers* by Nancy Howard

### Cross Curricular Connections

- Social Studies: History – purpose of art in culture (pottery, etc.)
- Science
<table>
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**Concept**

G. Uses a variety of themes for subject matter

**Learning Targets**

3. • Create an original artwork that communicates ideas about a specific theme (people, animals, nature, places, time)

**Alignments:**

- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.C
- NETS: 1b; 2c
- DOK: 4

**Instructional Strategies**

- Create artwork about:
  - people
  - places
  - things
- SMART Board: Examine artworks related to specific themes
- SMART Notebook activity: Categorize or sort artworks based on theme or subject matter

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation
- Critique/discussion/peer evaluation
- Performance/application

**Sample Assessment Questions**

- Can you explain what a theme is?
- Do you think that some artists use a particular theme for a series of artworks?
- Can you give an example of an artist who used a particular theme for a certain period of time?
- Can you compare/contrast artworks with different themes?
Art  
3rd Grade

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<tbody>
<tr>
<td>• SMART Board</td>
</tr>
<tr>
<td>• Document camera</td>
</tr>
<tr>
<td>• Books related to the learning target</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
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<tbody>
<tr>
<td>• Georgia O’Keeffe</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social Studies:</td>
</tr>
<tr>
<td>• People</td>
</tr>
<tr>
<td>• Places</td>
</tr>
<tr>
<td>• Time</td>
</tr>
<tr>
<td>• Science: Nature</td>
</tr>
<tr>
<td>Strand</td>
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</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

H. Identifies and uses specific directional lines

**Learning Targets**

1. Identify and use horizontal, vertical, and diagonal lines in creating an original artwork

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.A
- NETS: 1b
- DOK: 4

**Instructional Strategies**

- Create a realistic or abstract artwork using:
  - horizontal
  - vertical
  - diagonal
  - lines using any media
- SMART Board: Examine artworks and identify different types of lines
- SMART Notebook activity: Teacher/student modeling creating lines that are:
  - horizontal
  - vertical
  - diagonal
  - or sorting lines into categories
- Identify lines in book illustrations using a document camera

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- Can you describe the lines in this artwork?
- Can you use the proper art vocabulary to describe the direction of the lines in this artwork?
- Can you tell what media was used to create these lines?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- 

### Cross Curricular Connections

- Math: Geometry –
  - diagonal
  - horizontal
  - vertical lines
<table>
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<tr>
<th>Strand</th>
<th>Elements and Principles</th>
<th>Learning Targets</th>
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<tbody>
<tr>
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<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
<td></td>
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<tr>
<td><strong>Concept</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>Differentiates between shapes and forms</td>
<td>2.</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
<td>• Differentiate between shapes and forms and compare and contrast them</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.4, 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.B
- NETS: 1d; 3b,c
- VA GLE: EP.1.B
- DOK: 4

**Instructional Strategies**
- Identify shapes as 2-dimensional, having:
  - length
  - width
- Identify forms as 3-dimensional, having:
  - length
  - width
  - depth
- SMART Board: Examine artworks
- SMART Notebook activities: Sort/categorize artworks based on shapes/forms (2D vs. 3D)

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion

**Sample Assessment Questions**
- What is the difference between a shape and a form?
- What attributes does shape have?
- What attributes does form have?
### Instructional Resources/Tools
- SMART Board

### Literacy Connections
- 

### Cross Curricular Connections
- Math: Geometry
  - Shapes/forms
  - Sort/categorize by attributes
- ELA: Compare/contrast
### Strand | Elements and Principles
--- | ---
**Big Idea** | Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

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<tbody>
<tr>
<td>J. Identifies sculpture in the round as three-dimensional form</td>
<td>3. • Identify and demonstrate sculpture-in-the-round</td>
</tr>
</tbody>
</table>

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.C
- NETS: 1a
- DOK: 4

## Instructional Strategies
- Create a 3-dimensional sculpture using:
  - paper
  - clay
  - found objects
- SMART Board: Examine sculpture examples
- Guided/independent practice

## Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice

## Sample Assessment Questions
- What does sculpture “in the round” mean? How does this differ from relief sculpture?

## Instructional Resources/Tools
- SMART Board
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<tr>
<td>Big Idea</td>
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</table>

### Concept
K. Identifies and uses simulated (implied) texture

### Learning Targets
4.
- Identify and use invented textures to create an original artwork

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.D
- NETS: 1b,d
- DOK: 4

### Instructional Strategies
- Use patterns and repetition to create invented (simulated) texture in a composition
- SMART Board: Examine patterns and texture in:
  - artwork
  - book illustrations (can also use a document camera)
- SMART Notebook activity: Student/teacher modeling creating patterns with lines to simulate texture
- Guided and independent practice

### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

### Sample Assessment Questions
- How can you show texture in your artwork?
### Instructional Resources/Tools
- SMART Board
- Document camera

### Literacy Connections
- *How to Choose Your Dragon* by Ron and Val Lindahn
- *Where the Wild Things Are* by Maurice Sendak
- *Chameleon’s Colors* by Chisato Tashiro
- *A Color of His Own* by Leo Lionni
- *The Mixed-Up Chameleon* by Eric Carle
- *Chameleon’s Crazy Colors* by Nicola Grant and Michael Terry

### Cross Curricular Connections
- Science: Texture – nature vs. man-made
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<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
<td>5. Identify and use warm and cool colors to create an original artwork</td>
</tr>
<tr>
<td>Concept</td>
<td>L. Identifies and uses warm and cool colors</td>
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</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.3-2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.E
- NETS: 1b; 3b
- DOK: 4

**Instructional Strategies**
- Create artworks using:
  - only warm or only cool colors
  - both warm and cool colors with strategic placement (alternating in a weaving or warm foreground/cool background)
- Examine warm and cool colors in book illustrations using a document camera
- SMART Board:
  - Sort and/or compare/contrast warm vs. cool artworks
  - Examine artworks with warm/cool colors and discuss “mood”

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

**Sample Assessment Questions**
- Which colors seem to recede in the artwork? Which colors seem to advance or pop forward?
- How do the warm or cool colors influence the mood of the artwork? (Picasso’s Blue Period vs. Rose Period)
## Instructional Resources/Tools

- SMART Board
- Document camera

## Literacy Connections

- *Raising Dragons* by Jerdine Nolan
- *Chameleon’s Colors* by Chisato Tashiro
- *A Color of His Own* by Leo Lionni
- *The Mixed-Up Chameleon* by Eric Carle
- *Chameleon’s Crazy Colors* by Nicola Grant and Michael Terry

## Cross Curricular Connections

- ELA:
  - Compare/contrast
  - Interpret meaning (mood)
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**Concept**

M. Identifies and uses the illusion of space (depth)

**Learning Targets**

6. Identify and use middle ground, overlapping, and change of size to create illusion of space

**Alignments:**
Performance: 2.5  
Knowledge: (FA) 2  
VAGLE: EP.1.G  
NETS: 1b,d  
DOK: 4

**Instructional Strategies**

- Create an artwork that shows the illusion of space with:
  - foreground
  - middle ground
  - back ground using
  - overlapping, proper placement on the page
  - appropriate size relationships
- SMART Board: Examine artworks and identify:
  - foreground
  - middle ground
  - back ground
- SMART Notebook activity: Student/teacher modeling arranging items according to size, etc., in order to show space or depth
- Guided/independent practice
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<tr>
<td>• Guided/individual practice</td>
</tr>
<tr>
<td>• Performance application</td>
</tr>
<tr>
<td>• Worksheet/quiz/activity: Identifying items in the:</td>
</tr>
<tr>
<td>• foreground</td>
</tr>
<tr>
<td>• middle ground</td>
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<tr>
<td>• background</td>
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<table>
<thead>
<tr>
<th><strong>Sample Assessment Questions</strong></th>
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<tr>
<td>• Which items are in the:</td>
</tr>
<tr>
<td>• foreground</td>
</tr>
<tr>
<td>• middle ground</td>
</tr>
<tr>
<td>• background</td>
</tr>
<tr>
<td>• How can you tell?</td>
</tr>
<tr>
<td>• What did the artist do to show the illusion of space?</td>
</tr>
</tbody>
</table>

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<thead>
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<table>
<thead>
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<th><strong>Cross Curricular Connections</strong></th>
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<tr>
<td>• Math:</td>
</tr>
<tr>
<td>• Spatial relationships</td>
</tr>
<tr>
<td>• Sort according to attributes</td>
</tr>
<tr>
<td>Strand</td>
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<td>--------</td>
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<td>Big Idea</td>
</tr>
</tbody>
</table>

### Concept
N. Identifies and uses symmetrical balance

### Learning Targets
1. • Identify and use symmetrical (formal) balance in an original artwork

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.A
- NETS: 1b
- DOK: 4

### Instructional Strategies
- Create an artwork with symmetrical balance, such as:
  - masks
  - string painting w/folded paper
- SMART Board: Identify symmetry in:
  - artworks
  - nature
  - architecture, etc.
- SMART Notebook activities: Students will draw lines of symmetry in geometric shapes
- Guided practice/small groups
- Teacher modeling
- Find symmetry in books using a document camera

### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
- Symmetry worksheet/activity/quiz
### Sample Assessment Questions

- Can you name some things you know that have symmetry?

### Instructional Resources/Tools

- SMART Board/Notebook
- Websites
- Document camera

### Literacy Connections

- *Bugs*
- *Stellaluna* by Janell Cannon

### Cross Curricular Connections

- Math: Geometry – symmetry
- Science: Earth Science – nature
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork</td>
</tr>
</tbody>
</table>

### Concept

O. Identifies and uses size contrast

### Learning Targets

2. • Identify and use size contrast in an original artwork

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.C
- NETS: 1b,d; 3b
- DOK: 4

### Instructional Strategies

- Create an artwork using different size shapes (large and small)
- SMART Board: Examine artworks with size contrast
- SMART Notebook activities: Students will categorize shapes by size:
  - large
  - medium
  - small
- Guided practice

### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklists
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

### Sample Assessment Questions

- How are the shapes in the artwork different?
### Instructional Resources/Tools

- SMART Board/Notebook

### Literacy Connections

- 

### Cross Curricular Connections

- ELA: Compare/contrast
- Math: Measurement – area
<table>
<thead>
<tr>
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<tr>
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<tr>
<td></td>
<td><strong>Concept</strong></td>
</tr>
<tr>
<td></td>
<td>P. Uses various art elements to create an overall pattern</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>3. • Use repeated lines and shapes to create an overall pattern in an original artwork</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 2.5  
Knowledge: (FA) 2  
VAGLE: EP.2.D  
NETS: 1b  
DOK: 4

**Instructional Strategies**
- Create a work of art using lines and shapes that show repetition and movement  
- SMART Board: Examine patterns in artwork  
- SMART Notebook pattern activities: Create patterns using lines and shapes  
- Examine patterns in book illustrations using a document camera

**Assessments/Evaluations**
- “I Can” statement and self-evaluation  
- Teacher observation – teacher created checklists  
- Critique/discussion – peer evaluation  
- Guided/individual practice  
- Performance application

**Sample Assessment Questions**
- Can you give an example of a pattern using lines or shapes?

**Instructional Resources/Tools**
- SMART Board/Notebook  
- Document camera
### Literacy Connections

- *King of Another Country* by Fiona French

### Cross Curricular Connections

- Math: Geometry – lines, shapes, patterns
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<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Investigate the Nature of Art and Discuss Responses to Artworks</td>
</tr>
</tbody>
</table>

### Concept

Q. Compares individual responses to a specific artwork

### Learning Targets

1. 
   - Compare different responses students may have to the same artwork

### Alignments:

- Performance: 1.5, 2.5
- Knowledge: (FA) 3
- VAGLE: AP.1.A
- NETS: 2c
- DOK: 4

### Instructional Strategies

- Students will:
  - discuss
  - reflect
  - write about the same artwork
- SMART Board: Examine artwork and graph various responses to it

### Assessments/Evaluations

- “I Can” statement
- Teacher observation
- Critique/discussion

### Sample Assessment Questions

- Do you like this artwork? Why or why not?

### Instructional Resources/Tools

- SMART Board
<table>
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<tr>
<th>Cross Curricular Connections</th>
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</thead>
<tbody>
<tr>
<td>• ELA: Data and Statistics – graphing</td>
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<tr>
<td>Strand</td>
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<tr>
<td>Big Idea</td>
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**Alignments:**
Performance: 1.5, 2.5  
Knowledge: (FA) 3  
VAGLE: AP.2.A  
NETS: 3c  
DOK: 4

**Instructional Strategies**

- Students discuss and/or write about the same artwork looking for:
  - warm and cool colors  
  - symmetry  
  - balance  
  - invented textures  
  - horizontal lines  
  - diagonal lines  
  - vertical lines  
  - contrast/variety of sizes  
- SMART Board: Examine artworks related to the learning target

**Assessments/Evaluations**

- “I Can” statement  
- Teacher observation  
- Critique/discussion
### Sample Assessment Questions

- Does the artist use mostly warm or mostly cool colors in this artwork? Why do you think the artist chose those colors? Can you sort or organize these artworks into warm or cool groups?
- Is this artwork symmetrical or asymmetrical?
- Do you see evidence that the artist was trying to show texture? If so, can you describe the texture?
- Can you name the different lines used in this artwork?
- Can you show where there is size contrast in this artwork?

### Instructional Resources/Tools

- SMART Board
- Art prints

### Literacy Connections

- 

### Cross Curricular Connections

- ELA: Writing, discussing
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<td>3rd Grade</td>
<td>Explain Connections Between Visual Art and Performing Arts</td>
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<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>S. Connects visual and performing arts</td>
<td>1. Analyze artwork and listen to music of a particular culture</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.2-2.4
- Knowledge: (FA) 4
- VAGLE: IC.1.A
- NETS: 1c
- DOK: 4

**Instructional Strategies**
- Study or compare/contrast the art, music, and dance of a particular culture
- SMART Board: Examine/analyze artwork of a particular culture

**Assessments/Evaluations**
- “I Can” statement
- Teacher observation
- Critique/discussion

**Sample Assessment Questions**
- Can you describe the artwork/music of a particular culture?

**Instructional Resources/Tools**
- SMART Board
- Culture study through:
  - videos
  - music
  - CDs
**Literacy Connections**

- *Can You See the Music?*
- Duke Ellington

**Cross Curricular Connections**

- Culture through:
  - Music
  - Theater
  - Dance
- Social Studies: Geography
- ELA: Compare/contrast
### Interdisciplinary Connections

**Big Idea**
Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies

<table>
<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>T. Connects art with non-art subjects</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Explain how the math principle of symmetry is used in art</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 2.2, 2.3  
Knowledge: (FA) 4  
VAGLE: IC.2.A  
NETS: 3a,b; 4c  
DOK: 4

### Instructional Strategies

- Find lines of symmetry in artworks (masks, etc.)  
- SMART Board: Examine symmetry in geometric shapes  
- SMART Notebook: Draw lines of symmetry in geometric shapes  
- Examine symmetry in books using a document camera (e.g., bugs, insects)

### Assessments/Evaluations

- “I Can” statement  
- Teacher observation  
- Critique/discussion

### Sample Assessment Questions

- Is this artwork symmetrical or asymmetrical?  
- Can you find the line of symmetry in this artwork?

### Instructional Resources/Tools

- SMART Board/Notebook  
- Document camera  
- [www.antsconnected.org](http://www.antsconnected.org)  
- [www.weavesilk.com](http://www.weavesilk.com)
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Bugs</td>
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<tr>
<td>• Math: Geometry – symmetry</td>
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<td>• Science: Insects</td>
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<td>Strand</td>
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<td>-------------------------------</td>
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<tr>
<td>Big Idea</td>
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**Concept**

U. Identifies art from various cultures and time periods

**Learning Targets**

1. Identify works of art from:
   - United States
   - Europe
   - Africa

**Alignments:**

- Performance: 1.9, 2.2, 2.3, 2.4
- Knowledge: (FA) 5
- VAGLE: HCC.1.A
- NETS: 2c
- DOK: 4

**Instructional Strategies**

- Study, discuss, and/or critique artwork from different periods and cultures
- Compare and contrast artworks from different periods and cultures
- Examine artworks from:
  - the U.S.
  - Europe
  - Asia
  - using:
    - the SMART Board
    - museums
    - websites
- Examine artworks in books related to the learning target using a document camera

**Assessments/Evaluations**

- “I Can” statement
- Teacher observation
- Critique/discussion/review
### Sample Assessment Questions

- What time period is this artwork from?
- What art movement does this artwork represent?
- What media was used to create this artwork?
- What culture does this artwork represent?

### Instructional Resources/Tools

- SMART Board
- Museums
- Websites
- Document camera

### Literacy Connections

- *Action Jackson*
- *Drawing with Scissors*

### Cross Curricular Connections

- Social Studies: History
### Strand: Historical and Cultural Contexts

#### Big Idea
Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures

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<tbody>
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<td>V. Compares and contrasts specific artworks</td>
<td>2. Compare and contrast two artworks on:</td>
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<tr>
<td></td>
<td>• subject matter</td>
</tr>
<tr>
<td></td>
<td>• media</td>
</tr>
<tr>
<td></td>
<td>• use of line, color, shape, and texture</td>
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<tr>
<td></td>
<td>• theme</td>
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<td></td>
<td>• purpose of art in culture</td>
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<td>• place</td>
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</tbody>
</table>

#### Alignments:
- Performance: 1.9, 2.2-2.4
- Knowledge: (FA) 5
- VAGLE: HCC.1.B
- NETS: 3b
- DOK: 4

#### Instructional Strategies
- Sort or compare and contrast two or more artworks based on:  
  - subject matter  
  - media  
  - use of art elements and principles  
  - theme  
  - culture  
- etc., using the SMART Board/Notebook

#### Assessments/Evaluations
- “I Can” statement  
- Teacher observation  
- Critique/discussion
### Sample Assessment Questions

- Can you compare/contrast the two artworks based on subject matter, media, etc.?
- How would it change the feel or mood of the artworks if they were made with a different media or different colors?

### Instructional Resources/Tools

- SMART Board/Notebook
- Art prints
- Videos

### Literacy Connections

- 

### Cross Curricular Connections

- Social Studies: History/Geography