

Course Lead Sheet

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|  | Course Title <h1 style="text-align: center;">3rd Grade Art</h1> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Theme / Master Question</td> <td>How does good art reflect the life and times of ancient Greece and Rome? What makes it “good”?</td> <td style="width: 30%;">Homework:</td> <td>None (all in-class)</td> </tr> </table> | Theme / Master Question | How does good art reflect the life and times of ancient Greece and Rome? What makes it “good”? | Homework: |
| Theme / Master Question | How does good art reflect the life and times of ancient Greece and Rome? What makes it “good”? | Homework: | None (all in-class) | |
| Time / Schedule: 1 period/week 45 mins./week Aim: 30% Lecture 70% Practice/ Performance | Course Description: This course continues the grammar school study of art, focusing on artists and their works from ancient Greece and Rome. Students learn art through imitation of the masters. They will consider the context in which the art was created and employ fundamental skills of art in reproducing works like those they study. They should complete this course with a more well-rounded competence, a deeper literacy of the major works of art in their historical period, and a more developed aesthetic. | | | |
| Key Teacher Resources: <i>How to Teach Art to Children</i> by Joy Evans and Tanya Skelton <i>Discovering Great Artists</i> by MaryAnn F. Kohl and Kim Solga <i>Drawing with Children</i> by Mona Brookes <i>Janson’s History of Art: The Western Tradition</i> (reissued 8 th ed.) <i>The Usborne Introduction to Art</i> by Rosie Dickins and Mari Griffith <i>The Illustrated History of Art</i> by David Piper See Course Scope and Sequence for complete list. | Primary Teaching Objectives The student will be able to: <ol style="list-style-type: none"> 1. imitate the masters by: <ol style="list-style-type: none"> a. identifying the type or process used to create the master’s art (sculpting, relief in marble, tempura paint, etc.); b. identifying the artistic principles exemplified in each piece of art (line, texture, color, shape, etc.); c. appreciating the historical period studied, paying particular attention to the fundamental mechanical aspects of the work itself as well as to the meaning conveyed by the artist through a given work and the historical context of both the work and its creator, e.g., Ancient Grecian art and Ancient Roman art; d. Focusing on artists in Greek and Roman sculpture, pottery, and architecture; 2. begin to recognize the historical, philosophical, and cultural context of art through appreciating the particular method of creating various art including architecture, painting as an ancient Greek/Roman, sculpting, decorating pottery, relief, mosaic, and other art forms; , painting as an ancient Greek/Roman, sculpting, decorating pottery, relief, mosaic, and other art forms. 3. perform/utilize tools of art by: <ol style="list-style-type: none"> a. drawing details observations with pencil; b. using color with paint, including mixing paints; c. using the skills necessary to recreate master works of art appropriate to their age; d. recognizing and using the techniques of the masters to create reproductions; e. continuing to draw 3-D objects well; 4. participate in a project/practicum, making a sculpture or recreating a building with Greek aesthetic principles; designing, forming (building), and painting a piece of pottery according to Greek style; drawing portraits and objects in 3D; or reproducing a master work. | | | |
| Key Student Works: (by category): Sculpture Relief Pottery Mosaic/Fresco Structures—Columns Bust/Portrait Architecture See Course Scope and Sequence for complete list. | Primary Teaching Methods Class should be conducted around the following parameters: <ol style="list-style-type: none"> 1. teaching focuses on the primary teaching objectives, and lessons should be balanced to incorporate each element of art over a two- to four-period class meeting rotation; 2. technique will center around the basic elements of art, as outlined in <i>How to Teach Art to Children</i>; prior years of experience in the seven basic elements in progressively complex iterations are assumed; 3. age-appropriate lecture and discussion, as introductory material or historical framework; 4. view and discuss pertinent works of art; 5. class may begin with a brief activity, question to consider, or written response designed to focus the class discussion and prepare students for the lesson; 6. practice with art techniques and projects through imitation. | | | |

Curriculum Guide:

Vision Statement

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Curriculum Roadmap

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Course Lead Sheet

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Course Scope and Sequence

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Course Syllabus

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Gold Sheet Source Docs.

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Lesson Plans

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Rubric

Primary Measures and Assessments

Student will be evaluated according to the following guidelines:

1. students should be assessed (shows growth in skills) at least once at the end of each unit and four informal assessments will be given (diligence and attentiveness);
2. assessment for project work should be based on student success at following the prescribed techniques and steps in the lesson and the incorporation of required elements; for example, if a particular art assignment requires the use of perspective, one example of foreground and background contrast, and the use of negative space, the presence or absence of these features will determine the grade. Students will not be graded poorly for “imperfect” work, but only for not correctly incorporating requirements for pieces (which *may* include some aesthetic quality but is not primarily based thereupon).

Course Scope and Sequence

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|  | <h1 style="margin: 0;">3rd Grade Art</h1> | | | |
| Master Skills, Ideas, or Knowledge Taught | Review of all seven elements of art (shape, color, line, value, texture, form, and space). | | | |
| Complete Texts and Materials List | <ul style="list-style-type: none"> <input type="checkbox"/> How to Teach Art to Children by Joy Evans and Tanya Skelton <input type="checkbox"/> Discovering Great Artists by MaryAnn F. Kohl and Kim Solga <input type="checkbox"/> Drawing with Children by Mona Brookes <input type="checkbox"/> Janson's History of Art: The Western Tradition (reissued 8th ed.) <input type="checkbox"/> The Usborne Introduction to Art by Rosie Dickins and Mari Griffith <input type="checkbox"/> The Illustrated History of Art by David Piper | | | |
| Suggested Quarterly Schedule | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| | One period/week: Fundamental elements (line, shape, color) Art history/appreciation Master work imitation | One period/week Fundamental elements (value, texture, form, space) Art history/appreciation Master work imitation | One period/week: Fundamental elements applied Art history/appreciation Master work imitation | One period/week: Fundamental elements applied Art history/appreciation Master work imitation |
| Suggested Sample Week / Unit at a Glance | Art appreciation: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce fundamental concept to students (e.g. line, shape, etc.) <input type="checkbox"/> Present examples from great masters <input type="checkbox"/> Discuss historical context and artistic aims <input type="checkbox"/> Practice with exercises or small project Application: <ul style="list-style-type: none"> <input type="checkbox"/> Review great art, artists, and concepts <input type="checkbox"/> Imitate a masterwork | | | |
| Curriculum Guide: Vision Statement Curriculum Roadmap Course Lead Sheet Course Scope and Sequence Course Syllabus Gold Sheet Source Docs. Lesson Plans Rubric | | | | |