





Stockton Unified School District  
Curriculum Map

Visual Art

Grade 3

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 4, 5	<p><b>Second Six Weeks</b></p> <p>B. Critique 1. Knowledge-based decisions</p> <p>C. Personal preferences/aesthetic decisions Critique Process 1. Discussion 2. Analysis 3. Interpretation 4. Judgment</p> <p><b>II. PRODUCING ART – SHAPE-WITHIN-SHAPES</b> 1. Shapes in Faces and Figures 2. Figures</p> <p>B. Color Shading 1. Shading technique 2. Color pencil/crayon techniques (media)</p> <p>C. Grouped Objects 1. Simple object drawing 2. Basic understandings a. overlapping b. format c. foreground, middle ground, and background d. foreground objects e. background objects f. axis lines g. ellipse shapes h. axis lines i. shading techniques j. contour line k. line weights/characteristics</p>	<p>Face drawing (portrait or self portrait) illustrating shape-to-form</p> <p>Animal drawing illustrating shape-to-form</p> <p>Figure drawing illustrating shape-to-form</p> <p>Single fruit drawing illustrating the use of color gradation for illusion of roundness</p> <p>Grouped object composition created from previously drawn basic 3-D shapes (cut-out and glued to new page illustrating IIC-2</p> <p>Simple grouped object drawing, i.e., two apples and a coke can</p> <p>Leaf drawing illustrating use of contour line</p>	<p><i>Portrait of my Mother</i> (Jaramillo)</p> <p><i>Ji,m</i> (Johnson)</p> <p><i>Eva Green</i> (Henri)</p> <p><i>Old Man Grieving</i> (Van Gogh)</p> <p><i>Lady Jean</i> (Bellows)</p> <p><i>Brooklyn Bridge</i> (Stella)</p>	<p><u>Science</u>: parts-to-whole identification of plant life, human, and animals</p> <p><u>Social Studies</u>: landscapes indicate geographical areas</p> <p><u>Math</u>: geometric shapes, proportions, parts-to-whole relationships</p> <p><u>Language Arts</u>: portraits/self-portraits relate to biography/autobiography</p>

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	<p><b>Third Six Weeks</b></p> <ul style="list-style-type: none"> <li>3. Color               <ul style="list-style-type: none"> <li>a. mixing primary colors</li> <li>b. primary and secondary color mixing</li> <li>c. emotional aspects of color</li> </ul> </li> <li>4. Form               <ul style="list-style-type: none"> <li>a. 2-D (height/width)</li> <li>b. 3-D (height, width and depth)</li> </ul> </li> <li>5. Texture               <ul style="list-style-type: none"> <li>a. rubbings</li> <li>b. visual vs. tactile</li> </ul> </li> <li>6. Demonstrate on understanding of space               <ul style="list-style-type: none"> <li>a. positive/negative</li> <li>b. overlapping</li> <li>c. diminishing sizes</li> </ul> </li> <li>B. Design Principles               <ul style="list-style-type: none"> <li>1. Emphasis - main point of interest created by:                   <ul style="list-style-type: none"> <li>a. use of elements</li> <li>b. contrasting elements</li> </ul> </li> <li>2. Balance                   <ul style="list-style-type: none"> <li>a. symmetrical</li> <li>b. asymmetrical</li> </ul> </li> <li>3. Visual rhythm                   <ul style="list-style-type: none"> <li>a. repetition of line, shape, color, value, &amp; size</li> <li>b. ordered/random patterns</li> </ul> </li> </ul> </li> </ul>	<p>Color wheel created by mixing primary colors            Sunny day painting illustrating understanding of warm colors</p> <p>Spoon composition illustrating emphasis and use of positive and negative space</p> <p>Composition of large, overlapping letters illustrating repetition of color (visual rhythm)            Vegetable print design using either a random or an ordered pattern and symmetry</p>	<p><i>Figure Five in Gold</i> [Demuth]  <i>Frieze of Dancers</i> [Degas]  <i>Child with Red Hat</i> [Cassett]</p> <p><i>Le Jour</i> [Braquel]  <i>Women in the Garden</i>[Monet]  <i>Three Flags</i> [Johns]</p>	<p><u>Careers</u>: Fireman  <u>Drama and Music</u>: louder tones show emphasis/dynamics  <u>Language Arts</u>: topic sentences in a paragraph capture attention; Repetition in a poem for emphasis  <u>Music</u>: movement  <u>Dance</u>: movement  <u>Science</u>: patterns in nature  <u>Social Studies</u>: westward movement; land forms  <u>Language Arts</u>: pattern poems</p>

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3, 4, 5	<p><b>Fourth Six Weeks</b></p> <p>D. Themes</p> <ol style="list-style-type: none"> <li>1. Still life</li> <li>2. Landscape</li> <li>3. Cityscape</li> <li>4. Portraits/self-portraits</li> <li>5. Seascapes/riverfronts</li> </ol> <p><b>Fifth Six Weeks</b></p> <p><b>I. VALUING/EVALUATING</b></p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary artists/artworks</li> <li>2. Media, tools, techniques, and processes</li> <li>3. Influences</li> <li>4. Themes and styles</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal preferences/aesthetic decisions</li> </ol> <p>C. Critique Process</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Analysis</li> <li>3. Interpretation</li> <li>4. Judgment</li> </ol>	<p>Critique of art prints to identify use of spatial relationships and placement of objects</p>		<p><u>Science</u>: optical illusion of eye site</p> <p><u>Social Studies</u>: spatial relationships in geographical regions</p>

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3, 4, 5	<p><b>Sixth Six Weeks</b></p> <p><b>I. VALUING/EVALUATING</b></p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary artists/artworks</li> <li>2. Media, tools, techniques, and processes</li> <li>3. Influences</li> <li>4. Themes and styles</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal preferences/aesthetic decisions</li> </ol> <p>C. Critique Process</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Analysis</li> <li>3. Interpretation</li> <li>4. Judgment</li> </ol>	<p>Critique of 3-D art forms to discuss shape-to-form, shapes-within-shapes, 2-D vs. 3-D art and form-follows-function</p>		<p><u>Language Arts</u>: parts-to-whole relationships in literary works, terms used to describe 3-D art forms</p>

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