

Young Scholars of Western Pennsylvania Charter School

3rd Grade Visual Arts YSWPCS

- Timeframe - Trimester

First Trimester

Big Idea(s)

Drawing

Realistic Representations

Self-Expression

Standard(s)

9.1.3 A, B, C, E, F, H, J

9.2.3 D

9.3.3 A, B, D, G

9.4.3 A, B, D

Projects

Pastel Peacocks

- Students will learn about radial symmetry and work on drawing skills by creating a beautiful peacock drawing.

- Beginning with a large semicircle near the bottom of the paper, students will draw the body, neck, and head of the peacock.

- Using long skinny lines, students will draw straight lines out and around the peacock (approximately seven lines). At the end of each line, they will draw an egg shape to represent the pattern of the peacocks' feathers. Filling in the empty space between the lines, students will draw more egg shapes.

- Using oil pastels, students will finish their peacocks in vibrant, heavily applied colors.

Pocket Portraits

- Using small rectangles of paper - approximately 3" x 4" - students will create a miniature portrait of themselves.
- Instead of a step by step drawing, students are given full freedom to draw themselves the way that they want (with teacher help as needed).
- Using colored pencils, students will color in their miniature portrait to match their hair, skin, and eye colors

Objective(s)

Discover and utilize various drawing materials

Develop ability to realistically represent objects

Distinguish elements such as line, shape and texture

Have a basic understanding of radial symmetry

Materials/Resources/Techology

Paper

Pencils

Oil pastels

Colored pencils

Images of peacocks and peacock feathers

Vocabulary

Line

Shape

symmetry

radial symmetry

self-portrait

representational

Assessment(s)

Observation

Work Habits

Assessment of finished product

- Timeframe - Trimester

Second Trimester

Big Idea(s)

Develop representational drawing skills

Learn about using colored pencils for shading

Study works by Salvador Dali

Begin watercolor painting

Standard(s)

9.1.3 A, B, C, E, H, J

9.2.3 A, C, D, L

9.3.3 A, B, D, F

9.4.3 A, B, C, D

Projects

Cat Drawings

- Using images of cats with funny faces, students will create a realistic drawing of a cat's face.

- After a demonstration, students will use layers of colored pencil to create the various shades within the cat's fur - using lighter pencils and pressing gently to build depth and realism in the color.

Dali Clocks

- After viewing and discussing Salvador Dali's work "The Persistence of Memory" in class, students will do a practice sketch of a melting clock. We will discuss using soft, wavy lines that have a liquid and raindrop look that is most prevalent near the bottom of the clock.

- Once students have made a few sketches and understand how to create the wavy, melting look, students will be given a piece of watercolor paper to create their final drawing.

- After a demonstration of how to use watercolor techniques - wet on dry, wet on wet - students will start by using the warm colors. We will discuss how using all of the colors at once can cause them to turn brown, so we will be creating layers of warm colors, then cool colors.

- Students will then use colored pencils to create the melting numbers and clock hands.

Objective(s)

Develop drawing skills
Understand how to use colored pencils to create shades in representational drawings
Gain knowledge of Salvador Dali and his work
Successfully utilize watercolor paints and paper

Materials/Resources/Techology

Drawing, sketch, and watercolor paper
Pencils
Colored Pencils
Images of "The Persistence of Memory"
Liquid watercolor paint

Vocabulary

Shading
Depth
Surrealism
Warm and Cool colors
Soft/wavy lines

Assessment(s)

Observation
Work Habits
Assessment of final product

- Timeframe - Trimester

Third Trimester

Big Idea(s)

Developing painting skills

Introduction to sculptural works

Building art vocabulary and skills

Standard(s)

9.1.3 A, B, C, E, H, J

9.2.3 A, C, D, E, F, G, I, J, K, L

9.3.3 A, B, D, F

9.4.3 A, B, C, D

Projects

Rainbow Eucalyptus Trees

- Students will discuss images of Rainbow Eucalyptus Trees and learn about how the trees shed their bark to reveal brilliant colors underneath.
- Using brown construction paper, students will tear small pieces and use a paintbrush and glue to attach the brown pieces to another sheet of paper. The torn edges and stiffness of the glue create a work that looks and feels similar to tree bark.
- With tempera paint, students will color sections of their mock tree in color patterns similar to those of the eucalyptus trees.

Hopi Kachina Dolls

- The class will view and discuss images of Kachina dolls made by the Hopi people from Arizona. Students will learn that Kachina dolls represent spirits and deceased ancestors and are carved from a type of wood that is actually a root. They will learn the term matriarchal and how the kachinas are passed through the women of Hopi families.
- Using simple shapes to start, students will draw the body of a kachina doll on heavy white paper. Using many different images of traditional kachinas, students will create their own drawing of a kachina doll using the symbols and patterns that are commonly found.
- With tempera paint, students will begin to add color to their kachinas utilizing the similar color patterns found in the Hopi kachinas.
- Once kachinas are completely finished, students will cut out around the dolls and add embellishments such as feather, beads, and leather strips.

Robert Indiana Sculptures

- The class will view and discuss images of Robert Indiana's famous "Love" sculpture. We will discuss the use of words in art, and how a simple sculpture of a simple, but powerful, word can make us feel.

- On an 8"x8" square, students will sketch bubble letters of the word LOVE - they may choose to make their letters similar to Robert Indiana's, or create their own version.
- Students will learn how to use pencil to cover the back of their paper with graphite. Students will tape their paper onto an 8"x8" square of cardboard and trace their letters so that they transfer to the cardboard.
- Students will cut out letters and set aside. Using acrylic paint, students will paint a cardboard base in a solid color. Students will then choose two colors to paint the letters. Using glue, students will attach the letters to the base to create a mini sculpture.

Objective(s)

- Create interesting visual textures through the use of glue and paper
- Learn how to apply colors to create visual balance
- Understand the cultural significance and artistry of the Hopi Kachina dolls
- Design their own unique kachina
- Develop an understanding of the impact of words in art

Materials/Resources/Techology

- Sketch and construction paper
- Liquid glue
- Paintbrushes
- Tempera paint
- Feathers
- Beads
- Leather strips
- Images of rainbow eucalyptus trees, Kachina dolls, and Indiana's LOVE sculpture

Vocabulary

- Texture
- Visual texture
- Color balance
- Kachina
- Matriarchal
- 3D

Assessment(s)

Observations

Work Habits

Assessment of final project