

**St. Thomas Aquinas School
Curriculum Map**

Course: ART

Grade Level: 3

Content	Skills	Suggested Assessments	Connecticut Content Standards
<p>1st Marking Period Reintroduce Concepts</p>	<ul style="list-style-type: none"> • Drawing <p>Skills:</p> <p>Learn and apply basic drawing skills such as: Realistic drawing Overlapping plane Architectural features and functions Detailed drawing Still life Sketching/thumbnaill Contour Blind contour Narrative drawing Foreground Middle Ground Background Horizon</p> <ul style="list-style-type: none"> • Painting <p>Skills:</p> <p>Learn to apply basic techniques of paint such as:</p> <p>Watercolor:</p> <ol style="list-style-type: none"> 1. Wash 2. Mood 3. Values- tints and shades <p>Silhouette Detailed painting- small brush use Foreground Middle ground Background Using texture- real and simulated</p> <ul style="list-style-type: none"> • Color <p>Skills:</p> <p>Apply techniques of color such as: Integrating color and mood Monochromatic</p> <ul style="list-style-type: none"> • Clay/Sculpture <p>Skills:</p> <p>Learn and apply techniques for: Color exploration in woven forms Clay pots</p>	<ul style="list-style-type: none"> • Observed discussion participation and engagement related to art history, culture, media, and techniques • Observation of vocabulary usage in class • Observation of clean-up • Teacher assessment of artwork with rubric • Self Critique (written and oral) • Peer Assessment (oral) • Written Assessment • Portfolio personal student growth assessment (mid and end year) <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d</p> <p>2a,b,c</p> <p>3a,b</p> <p>4a,b,c</p> <p>5a,b,c,d,e</p> <p>6a,b,c</p>

Content	Skills	Suggested Assessments	Connecticut Content Standards
<p>2nd Marking Period Develop Concepts</p>	<ul style="list-style-type: none"> • Drawing <p>Skills:</p> <p>Learn and apply basic drawing skills such as: Realistic drawing Overlapping plane Architectural features and functions Detailed drawing Still life Sketching/thumbnaill Contour Blind contour Narrative drawing Foreground Middle Ground Background Horizon</p> <ul style="list-style-type: none"> • Painting <p>Skills:</p> <p>Learn to apply basic techniques of paint such as:</p> <p>Watercolor:</p> <ol style="list-style-type: none"> 4. Wash 5. Mood 6. Values- tints and shades <p>Silhouette Detailed painting- small brush use Foreground Middle ground Background Using texture- real and simulated</p> <ul style="list-style-type: none"> • Color <p>Skills:</p> <p>Apply techniques of color such as: Integrating color and mood Monochromatic</p> <ul style="list-style-type: none"> • Clay/Sculpture <p>Skills:</p> <p>Learn and apply techniques for: Color exploration in woven forms Clay pots Applying details in clay Modeling clay Creating sculpture out of recycled materials</p>	<ul style="list-style-type: none"> • Observed discussion participation and engagement related to art history, culture, media, and techniques • Observation of vocabulary usage in class • Observation of clean-up • Teacher assessment of artwork with rubric • Self Critique (written and oral) • Peer Assessment (oral) • Written Assessment • Portfolio personal student growth assessment (mid and end year) <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d</p> <p>2a,b,c</p> <p>3a,b</p> <p>4a,b,c</p> <p>5a,b,c,d,e</p> <p>6a,b,c</p>

Content	Skills	Suggested Assessments	Connecticut Content Standards
3rd Marking Period Develop Concepts	<ul style="list-style-type: none"> • Drawing <p>Skills:</p> <p>Learn and apply basic drawing skills such as: Realistic drawing Overlapping plane Architectural features and functions Detailed drawing Still life Sketching/thumbnailed Contour Blind contour Narrative drawing Foreground Middle Ground Background Horizon</p> <ul style="list-style-type: none"> • Painting <p>Skills:</p> <p>Learn to apply basic techniques of paint such as:</p> <p>Watercolor:</p> <ol style="list-style-type: none"> 7. Wash 8. Mood 9. Values- tints and shades <p>Silhouette Detailed painting- small brush use Foreground Middle ground Background Using texture- real and simulated</p> <ul style="list-style-type: none"> • Color <p>Skills:</p> <p>Apply techniques of color such as: Integrating color and mood Monochromatic</p> <ul style="list-style-type: none"> • Clay/Sculpture <p>Skills:</p> <p>Learn and apply techniques for: Color exploration in woven forms Clay pots Applying details in clay Modeling clay Creating sculpture out of recycled materials</p>	<ul style="list-style-type: none"> • Observed discussion participation and engagement related to art history, culture, media, and techniques • Observation of vocabulary usage in class • Observation of clean-up • Teacher assessment of artwork with rubric • Self Critique (written and oral) • Peer Assessment (oral) • Written Assessment • Portfolio personal student growth assessment (mid and end year) <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d</p> <p>2a,b,c</p> <p>3a,b</p> <p>4a,b,c</p> <p>5a,b,c,d,e</p> <p>6a,b,c</p>

Content	Skills	Suggested Assessments	Connecticut Content Standards
<p>4th Marking Period Reinforce Concepts</p>	<ul style="list-style-type: none"> • Drawing <p>Skills:</p> <p>Learn and apply basic drawing skills such as: Realistic drawing Overlapping plane Architectural features and functions Detailed drawing Still life Sketching/thumbnaill Contour Blind contour Narrative drawing Foreground Middle Ground Background Horizon</p> <ul style="list-style-type: none"> • Painting <p>Skills:</p> <p>Learn to apply basic techniques of paint such as:</p> <p>Watercolor:</p> <ol style="list-style-type: none"> 10. Wash 11. Mood 12. Values- tints and shades <p>Silhouette Detailed painting- small brush use Foreground Middle ground Background Using texture- real and simulated</p> <ul style="list-style-type: none"> • Color <p>Skills:</p> <p>Apply techniques of color such as: Integrating color and mood Monochromatic</p> <ul style="list-style-type: none"> • Clay/Sculpture <p>Skills:</p> <p>Learn and apply techniques for: Color exploration in woven forms Clay pots Applying details in clay Modeling clay Creating sculpture out of recycled materials</p>	<ul style="list-style-type: none"> • Observed discussion participation and engagement related to art history, culture, media, and techniques • Observation of vocabulary usage in class • Observation of clean-up • Teacher assessment of artwork with rubric • Self Critique (written and oral) • Peer Assessment (oral) • Written Assessment • Portfolio personal student growth assessment (mid and end year) <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d</p> <p>2a,b,c</p> <p>3a,b</p> <p>4a,b,c</p> <p>5a,b,c,d,e</p> <p>6a,b,c</p>

	<ul style="list-style-type: none"> • Multimedia 	<p>Slip and score clay Recognizing negative space</p> <p>Skills:</p> <p>Learn and apply techniques for: Color exploration in woven forms Clay pots Applying details in clay Modeling clay Creating sculpture out of recycled materials Slip and score clay Recognizing negative space</p>	(same)	
	<ul style="list-style-type: none"> • Printing 	<p>Skills:</p> <p>Learn and apply techniques for: Series printing</p>	(same)	
	<ul style="list-style-type: none"> • Art History 	<p>Skills:</p> <p>Compare examples of 19 th and 20 th century art.</p> <p>Identify artists who have contributed to the birth of Modern Art, such as:</p> <ul style="list-style-type: none"> • Pablo Picasso • Henri Matisse • Wassily Kandinsky • Paul Klee <p>Compare the art of different cultures and reagions in the world.</p>	(same)	