

Third Grade - 1NW	August 23 - October 15	Events: Hispanic Heritage Month
Unit	Lessons	TEKS
<p>Unit 1: Rules and Procedures</p> <p>Unit 2: Proportion</p> <p>Unit 3: Line & Pattern/ Movement & Rhythm</p>	<p>Getting to Know You Map of the Art Room Introduction to Sketchbooks/Portfolios Bookmaking</p> <p>Self-Portraits</p> <p>Castles Drawing (level 2) Seascapes Dia Los Muertos Skull Faces (HHF) Counter Line or 3D illusion drawings (level 1)</p> <p>Resources: DSS Epic Curriculum</p> <p>Art Through the Ages Suggested Theme: Ancient World Classical World Middle Ages</p>	<p>3.1A Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>3.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>3.1C Discuss the elements of art as building blocks and principles of design as organizers of works of art.</p> <p>3.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>3.2B Create compositions using the elements of art and principles of design.</p> <p>3.2C Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms, such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.</p> <p>3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>3.3B Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures.</p> <p>3.3C Connect art to career opportunities for positions, such as architects, animators, cartoonists, engineers, fashion designers, filmmakers, graphic artists, illustrators, interior designers, photographers, and web designers.</p> <p>3.3D Investigate the connections of visual art concepts to other disciplines.</p> <p>3.4A Evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p>3.4B Use methods, such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p> <p>3.4C Compile collections of personal artworks such as physical artworks, electronic images, sketchbooks,</p>

		or portfolios for purposes of self-assessment or exhibition.
--	--	--

Third Grade - 2NW	October 18 - December 17	Events: Holiday Card Contest
Unit	Lessons	TEKS
<p>Unit 4: Shape Unity & Variety</p> <p>Unit 5: Color & Value Contrast & Emphasis</p>	<p>Spanish Tiles</p> <p>Monochromatic Landscapes</p> <p>Resources: DSS Epic Curriculum</p> <p>Art Through the Ages</p> <p>Suggested Theme: Renaissance & Romance Dabs of Light Colorful Reactions</p>	<p>3.1A Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>3.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>3.1C Discuss the elements of art as building blocks and principles of design as organizers of works of art.</p> <p>3.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>3.2B Create compositions using the elements of art and principles of design.</p> <p>3.2C Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms, such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.</p> <p>3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>3.3B Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures.</p> <p>3.3C Connect art to career opportunities for positions, such as architects, animators, cartoonists, engineers, fashion designers, filmmakers, graphic artists, illustrators, interior designers, photographers, and web designers.</p> <p>3.3D Investigate the connections of visual art concepts to other disciplines.</p> <p>3.4A Evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p>3.4B Use methods, such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p> <p>3.4C Compile collections of personal artworks such as physical artworks, electronic images, sketchbooks,</p>

		or portfolios for purposes of self-assessment or exhibition.
--	--	--

Third Grade - 3NW	January 5 - March 11	Events: Black History Celebration Campus Art Show
Unit	Lessons	TEKS
<p>Unit 6: Texture & Form</p> <p>Unit 7: Space & Balance</p>	<p>Resources: DSS Epic Curriculum</p> <p>Art Through the Ages</p> <p>Suggested Theme: Modern Color & Shape Expression & Dreams Art That Pops Art Today</p>	<p>3.1A Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>3.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>3.1C Discuss the elements of art as building blocks and principles of design as organizers of works of art.</p> <p>3.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>3.2B Create compositions using the elements of art and principles of design.</p> <p>3.2C Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms, such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.</p> <p>3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>3.3B Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures.</p> <p>3.3C Connect art to career opportunities for positions, such as architects, animators, cartoonists, engineers, fashion designers, filmmakers, graphic artists, illustrators, interior designers, photographers, and web designers.</p> <p>3.3D Investigate the connections of visual art concepts to other disciplines.</p> <p>3.4A Evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p>3.4B Use methods, such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p>

		<p>3.4C Compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self-assessment or exhibition.</p>
--	--	---

Third Grade - 4NW	March 21 - June 2	Events: Asian Americans and Pacific Islanders Month STAAR Testing District Art Show TEAM
Unit	Lessons	TEKS
<p>Unit 9: Art History and Culture</p> <p>Unit 10: Sketchbook/Portfolio Review and Reflection</p>	<p>Resources: DSS Epic Curriculum Art Through the Ages</p> <p>Suggested Theme: Art that Pops Art Today</p>	<p>3.1A Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>3.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>3.1C Discuss the elements of art as building blocks and principles of design as organizers of works of art.</p> <p>3.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>3.2B Create compositions using the elements of art and principles of design.</p> <p>3.2C Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms, such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.</p> <p>3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>3.3B Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures.</p> <p>3.3C Connect art to career opportunities for positions, such as architects, animators, cartoonists, engineers, fashion designers, filmmakers, graphic artists, illustrators, interior designers, photographers, and web designers.</p> <p>3.3D Investigate the connections of visual art concepts to other disciplines.</p> <p>3.4A Evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p>3.4B Use methods, such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major</p>

		<p>historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p> <p>3.4C Compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self-assessment or exhibition.</p>
--	--	---