



Grade 3 ART

Course Number: 3AR Art - 03

Course Level: Academic

Grade: 3rd

Time: 1 day per 5 day cycle

Development Date:
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Central Bucks School District
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Doylestown, PA 18901

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**Central Bucks School District
Teaching and Learning Principles**

K – 12 Art Program Learning Principles

1. All learners are capable of complex and high-quality work if the right learning conditions are established.
2. Students of art learn when modeling of products and processes are demonstrated that address appropriate learning criteria.
3. Students learn when they are focused on the objectives and actively engaged in the learning experience.
4. Students of art learn when a connection is made to prior learning and personal interests.
5. Students learn when they are provided with a safe environment where they can experiment and take creative risks.
6. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
7. Learners succeed when they believe the task is attainable with reasonable effort.
8. Students learn when they see and demonstrate links between new learning, possibilities for future learning, and its multi-disciplinary applications.
9. Greater learning depends upon repeated performance to increase fluency and accuracy.
10. Students learn when they reflect upon and summarize the learning experience.
11. Successful learning requires the ability to reflect, self-assess and use feedback to self-adjust.
12. Various visual arts processes can foster creative thinking, providing students with an essential real-world skill.
13. Students can use the creative process to solve problems and generate new concepts for learning.
14. Students of art can use appropriate technology to enhance creative growth and creative process.

Enduring Understandings

Students will understand that:

Creating (NCAS Create) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- Artists use the elements and principles of design (line, color, shape, pattern, value, and form) to organize their artwork and communicate ideas.
- Creative expression grows through experimentation, practice, and reflection.
- Artists make choices about materials, tools, and techniques to achieve specific visual effects or express feelings.

Connecting (NCAS Connect) — PA Visual Arts: 9.2 Historical & Cultural Contexts (Visual Arts)

- Art can tell stories, express emotions, and represent personal or cultural identity.
- Artists observe and interpret the world around them to inspire their artwork.
- Art from various times and cultures shows how people express their values, beliefs, and experiences.
- Artists connect ideas from other subjects and experiences to create meaningful art.

Responding (NCAS Respond) — PA Visual Arts: 9.3 Critical Response (Visual Arts)

- Collaboration and respectful discussion help artists grow and learn from one another.
- Reflection and critique help artists improve their work and deepen understanding of art's purpose.

Presenting (NCAS Present) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- Artmaking is a process that includes planning, experimenting, revising, and sharing.

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Essential Questions

Creating (NCAS Create) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- How do artists use the elements of art and principles of design to express ideas or feelings?
- How does trying new things help me grow as an artist?
- Why do artists choose certain materials or techniques for their artwork?

Connecting (NCAS Connect) — PA Visual Arts: 9.2 Historical & Cultural Contexts (Visual Arts)

- How can art show who we are or how we feel?
- How does looking closely at the world help me create art?
- What can art from other cultures and time periods teach us?
- How can I use what I know from other subjects or life experiences in my artwork?

Responding (NCAS Respond) — PA Visual Arts: 9.3 Critical Response (Visual Arts)

- What can I learn from talking about art with others?
- How does giving and receiving feedback make my art better?

Presenting (NCAS Present) — PA Visual Arts: 9.1 Production, Performance & Exhibition (Visual Arts)

- What steps do artists take to bring their ideas to life?

Central Bucks School District –

Course of Study Overview

Grade 3 Visual Arts

Desired Results

Course Description:

Students explore art concepts through six engaging units: building classroom community, color theory, shape and value, sculpture, line and pattern, and art history. They develop creative expression, technical skills, and cultural awareness while working with both two- and three-dimensional media. Emphasis is placed on developing personal aesthetic, self-expression, and understanding diverse artistic traditions.

Prerequisite: N/A

Committee Members: **Elementary Art Team**

Acceptable Evidence.

1. Completed Art Projects

- Final artworks demonstrating use of color, shape, line, pattern, and 3D form.
- Sculptures showing hand-building techniques.

2. Sketchbook Entries

- Planning sketches, color studies, and practice exercises.
- Reflections on technique and process.

3. Student Reflections

- Written or verbal reflections on artistic choices, materials, and outcomes.
- Comparisons between 2D and 3D work.

4. Peer Feedback

- Participation in critique sessions.
- Constructive comments on classmates' work.

5. Vocabulary Use

- Correct use of art vocabulary in discussions or written work.

6. Artist Connections

- Responses to studied artists (e.g., Henry Moore, Alma Thomas).
- Art inspired by historical or cultural references.

7. Collaborative Work

- Group projects or classroom community-building activities.

Course Grading: CBSD Art Department Common Language Rubric

Central Bucks School District

Grade 3 ART - Pacing Guide

UNITS of Study	Unit 1- Social & Emotional Learning	Unit 2 – Color	Unit 3 Value, Shape & Forms	Unit 4 - 3-D Form & Sculpture	Unit 5– Line & Pattern	Unit 6 – Art History & Cultures
DAYS	2	7	7	7	7	5

NOTE:

1. All units of study align with the PA Visual Arts Standards and National Standards. Each unit will employ the creative process, with specific, daily, and ongoing formative feedback.
2. This creative cycle is a progression that will repeat until a point of completion is determined:
 1. Inspire & Research
 2. Plan, Sketch and Practice
 3. Envision, Create & Revise
 4. Share, Reflect and Assess

Units of study may need to be combined & overlapped to account for studio space, equipment/materials, and the teacher’s professional judgment based on differentiated student needs.

Unit 1 - Social and Emotional Learning	
Inspire & Research	2
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 2 – Color	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 3 - Value, Shape & Forms	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	

Formative Assessment Throughout Learning Cycle	
Employ Summative Assessment (RUBRIC)	
Unit 4 --3D Form & Sculpture	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Inspire & Research	
Unit 5 -Line & Pattern	
Inspire & Research	7
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Unit 6 -Art History & Cultures (threaded throughout)	
Inspire & Research	5
Plan, Sketch and Practice	
Envision, Create & Revise	
Share, Reflect and Assess	
Formative Assessment Throughout Learning Cycle	
Inspire & Research	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their classmates.

Central Bucks School District – Grade 3 Art

Unit 1 – Social Emotional Learning

Desired Results

Unit 1 focuses on building a positive classroom community through shared creative experiences. Students will learn art room routines, expectations, and the importance of mutual respect. They will also explore how mistakes are part of the creative process and how to express emotions and ideas visually while collaborating with others

Essential Questions

- How can art help us express our feelings and ideas?
- How can a mistake become something beautiful?
- How do we work together respectfully in the art room?
- What does it mean to have a growth mindset as an artist?

Enduring Understandings

- Artists express ideas, emotions, and identities through their artwork.
- Mistakes can lead to new creative discoveries.
- Collaboration builds community and strengthens creative problem-solving.
- A positive mindset helps artists persevere through challenges.

Knowledge:

Students will know:

- Classroom routines, materials, and procedures.
- That artists use color, line, and shape to communicate emotions.
- Art helps people connect, reflect, and share their stories.

Vocabulary: collaboration, community, expression, creativity, growth mindset.

Suggested Artists & Cultural Connections

- Jim Dine – Uses expressive hearts to symbolize love, connection, and emotion.
- Barney Saltzberg (Beautiful Oops!) – Encourages creativity, resilience, and turning mistakes into opportunities.
- Keith Haring – Creates bold, colorful figures that express movement, friendship, and community, accessible visual language for all students.
- Romero Britto – Uses bright colors and patterns to convey happiness, positivity, and unity; promotes optimism and inclusion.
- Faith Ringgold – Combines storytelling and quilting traditions to explore identity, family, and cultural heritage.
- Indigenous Australian Dot Painting Traditions – Symbolic and communal art practice connecting individuals to place, story, and community.

Skills:

Students will be able to:

- Collaborate on a group artwork that builds classroom communities.
- Express emotions or ideas visually through art elements.
- Reflect on personal and collective artistic growth.

- Demonstrate art room routines and responsible use of materials.

Standards

Pennsylvania Visual Arts Standards

Priority Standards

- 9.1.3.A – Recognize and use the elements and principles of design to create and respond to works of art.
- 9.1.3.B – Recognize, know, use, and demonstrate a variety of appropriate art materials, tools, and techniques.
- 9.4.3.A – Identify how the arts have influenced personal and community life.

Supporting Standards

- 9.2.3.C – Identify and describe works of art that reflect community and cultural traditions.
- 9.3.3.A – Identify critical processes used in the examination of works of art.

National Core Arts Standards

Priority Standards

- VA:Cr1.1.3a – Elaborate on an imaginative idea.
- VA:Cr2.1.3a – Create personally satisfying artwork using a variety of artistic processes and materials.
- VA:Cr3.1.3a – Discuss and reflect with peers about choices made in creating artwork.
- VA:Cn10.1.3a – Develop a work of art based on observations of surroundings.

Supporting Standards

- VA:Cr2.2.3a – Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment.
- VA:Re7.1.3a – Speculate about processes an artist uses to create a work of art.
- VA:Re8.1.3a – Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- VA:Cn11.1.3a – Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Acceptable Evidence

Formative Assessments (*Ongoing checks for understanding and participation*)

- Observation of student engagement, collaboration, and respectful interactions during artmaking and discussions.
- Teacher-led check-ins and questioning during group and individual work to gauge understanding of routines, expectations, and SEL themes.
- Sketchbooks or brainstorming drawings showing how students plan or revise their ideas.
- Exit reflections or quick oral responses: “What did you learn about working together today?” or “How did you turn a mistake into something new?”
- Peer and group discussions on how teamwork, creativity, or growth mindset show up in their work.

Summative Assessments (*End-of-unit demonstrations of learning*)

- Collaborative Artwork: Completion of a community mural, puzzle, or collage demonstrating teamwork, creativity, and understanding of art room routines.
- “Beautiful Oops” Project: Individual artwork transforming a “mistake” into a finished piece showing perseverance and creative thinking.
- Reflection (Written or Verbal): Student explanation of how they contributed to the class community and how art helps express emotions or ideas.
- Evaluation using CBSD Art Department’s Common Language Rubric for participation, creativity, craftsmanship, and collaboration.

Suggested Learning Experiences and Instruction

- 1. Art Room Orientation and Community Norms**
 - Discuss art room rules, safety, and materials.
 - Brainstorm: “What makes a great art community?”
 - Create a collaborative class art pledge poster.
- 2. Beautiful Oops! Activity**
 - Read *Beautiful Oops!* and discuss the growth mindset.
 - Students turn an “oops” (a tear, spill, or scribble) into a finished piece.
 - Share examples of how mistakes led to creativity.
- 3. Community Collaboration Project**
 - Create a shared artwork, such as a Jim Dine-inspired heart mural, puzzle mural, or community tree.
 - Each student designs one piece that reflects their identity or how they contribute to the group.
- 4. Reflection and Celebration**
 - Students share their collaborative work and reflect on the process.
 - Display final art in the classroom or hallway to celebrate unity.

Learning Experiences

Suggested Learning Experiences

- Participate in community-building art activities such as a class mural or puzzle project.
- Create a small artwork that expresses personal identity or emotions.
- Practice basic art elements (line, shape, color, texture) through fun, hands-on exercises.
- Work in groups to design a shared art piece that shows teamwork and connection.
- Reflect and share ideas in short class discussions or “I notice/I wonder” critiques.
- Keep a simple art journal with sketches and short reflections about feelings and growth.
- Learn about artists who explore identity and community (e.g., Kehinde Wiley, Frida Kahlo, Bisa Butler, Ai Weiwei, Jim Dine).
- Help design a small class display that shows everyone’s contributions.
- Practice classroom routines, mindfulness, and respect for materials and peers.
- Reflect at the end of the unit on how art helps build empathy and community.

Instructional Strategies

- Modeling and Think-Alouds: Demonstrate classroom routines, material use, and how to turn a mistake into a creative opportunity.
- Guided Practice: Co-create with students during collaborative activities to model teamwork and problem-solving.

- Visual Supports: Use anchor charts, visuals of artists' work, and process photos to clarify routines and expectations.
- Questioning and Reflection: Encourage discussion with prompts like "How did this artwork make you feel?" or "What did you notice about working with others?"
- Collaborative Learning: Partner and small-group work to strengthen social and communication skills.
- Art Critique Conversations: Structured "See–Think–Wonder" format to guide respectful observation and discussion.

Differentiation / Intervention / Enrichment Options

For Diverse Learners

- Provide step-by-step visual guides and process checklists for clarity.
- Offer tactile or adaptive tools for students needing motor skill support.
- Allow flexible roles in collaborative work (e.g., designer, color mixer, cutter, assembler).
- Provide additional time or simplified directions for students needing support with sequencing or decision-making.
- Encourage verbal expression or pointing responses when writing may be difficult.

For Enrichment

- Encourage students to design an additional element or border for the class mural that symbolizes unity.
- Invite advanced learners to research one of the featured artists and share how that artist's work connects to the theme of community.
- Integrate digital art or photography extensions, where students document the class collaboration process.

For Language Development (MLLs and Emerging Communicators)

- Visual Vocabulary Cards: Display and use illustrated word cards for key terms (community, collaboration, expression, creativity, growth mindset).
- Sentence Frames for Discussion:
 - "I showed collaboration by ____."
 - "My artwork expresses ____."
 - "When I made a mistake, I ____."
- Model and Repeat: Consistently use academic and emotional vocabulary in context.
- Multimodal Expression: Allow students to communicate ideas through drawing, gestures, or translated key phrases.
- Partner Talk: Pair multilingual learners with supportive peers during reflections or critiques.
- Anchor Charts: Use images and color cues to reinforce meaning and structure classroom expectations.

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Unit 2 – Color

Desired Results

In this unit, students explore how artists use color to express feelings, create mood, and organize their artwork. Through hands-on activities, they learn to identify and categorize warm, cool, and neutral colors, experiment with opaque and translucent materials, and apply these concepts in expressive paintings and collages. By studying artists such as Wayne Thiebaud, Romero Britto, Ted Harrison, Alma Thomas, and Jean-Michel Basquiat, students discover how color choices can communicate energy, emotion, and meaning in visual art.

Essential Questions:

- How does color affect the way we feel about an artwork?
- What makes a color warm, cool, or neutral?
- How can artists use color to express mood or meaning?
- Why might an artist choose certain colors in their work?

Enduring Understandings:

- Color has temperatures and can create different moods or emotions.
- Artists use warm, cool, and neutral colors to create visual balance and harmony.
- Understanding color properties helps artists make intentional creative choices.
- Experimenting with color builds confidence and expressive skill.

Knowledge:

Students will know:

- Warm, cool, and neutral colors and their emotional impact.
- The difference between opaque and translucent materials.
- How artists use color to show mood, temperature, and balance.
- That color can organize a composition and guide the viewer's eye.

Vocabulary: Warm colors, Cool colors, Neutral colors, Color temperature, Opaque, Translucent, Hue, Tint, Shade, Contrast, Mood

Suggested Artists / Cultures

- Wayne Thiebaud – playful use of color and shadow in everyday subjects

- Romero Britto – bold color and pattern to express joy
- Ted Harrison – simplified landscapes with distinct warm/cool contrasts
- Alma Thomas – rhythmic color patterns inspired by nature
- Jean-Michel Basquiat – expressive, layered use of color and texture
- Australian Aboriginal Artists – use of color and pattern to convey story and landscape
- Mexican Folk Art – vibrant color palettes reflecting cultural celebration
- Jasper Johns- everyday symbols like flags and numbers to create bold, thought-provoking art

Skills:

Students will be able to:

- Identify and categorize warm, cool, and neutral colors.
- Mix and apply colors to create expressive artwork.
- Use color vocabulary to describe and discuss their work and others'.
- Experiment with different media to explore transparency and layering.
- Make intentional color choices to communicate mood or meaning.

Standards

Priority PA Visual Arts Standards

- 9.1.3.A: Recognize and use elements and principles to create works of art.
- 9.1.3.B: Recognize and use a variety of art materials, techniques, and processes.

Supporting PA Visual Arts Standards

- 9.2.3.L: Identify and describe the use of art to express community, cultural, or historical context.
- 9.3.3.A: Recognize critical processes used to interpret works of art.

Priority National Core Arts Standards

- VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas.
- VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.

Supporting National Core Arts Standards

- VA:Re7.1.3a: Speculate about processes artists use to create artwork.

Acceptable Evidence:

Formative Assessments (Ongoing checks for understanding and participation)

- Observation of correct identification and categorization of warm, cool, and neutral colors
- Active participation in color-mixing demonstrations
- Use of vocabulary in discussion: hue, value, temperature, opaque, translucent
- Reflection on how color communicates feeling or meaning (informal or in-progress)

Summative Assessments (End-of-unit demonstrations of learning)

- Color wheel or color temperature chart
- Painting or collage emphasizing warm or cool color schemes

- Artwork using both opaque and translucent media to show contrast
- Short written or verbal reflection explaining color choices and their emotional impact

Suggested Learning Experiences and Instruction

Suggested Learning Experiences –

- Review and discuss primary, secondary, and neutral colors.
- Identify warm and cool color families through visual examples.
- Mix and paint color swatches showing warm, cool, and neutral palettes.
- Explore transparency using watercolor and opacity using tempera or collage.
- Create an expressive painting inspired by feelings using warm or cool colors.
- Compare and discuss how artists like Jasper, Johns, Wayne Thiebaud, Romero Britto, Ted Harrison, Alma Thomas, and Jean-Michel Basquiat use color.
- Reflect on how color choice affects mood and meaning in artwork.
- Display class work in a “Color Gallery” showing different emotional themes.

Instructional Strategies

- Teacher modeling of color-mixing and painting techniques.
- Guided practice identifying color families in artwork.
- Collaborative color wheel or chart activity.
- Visual thinking routines (“I see – I think – I wonder”) for artist examples.
- Peer discussion and mini critiques on expressive use of color.

Differentiation / Intervention / Enrichment Options

Differentiation (Support for All Learners):

- Provide color templates, swatch cards, or pre-labeled color wheels to guide students in identifying warm, cool, and neutral colors.
- Offer step-by-step visual demonstrations for mixing and applying paint, including clear examples of opaque vs. translucent techniques.
- Break tasks into smaller steps for students who benefit from scaffolding (e.g., first mix primary colors, then create secondary colors, then experiment with temperature).
- Use peer support or buddy systems, pairing students to model techniques and encourage collaboration.

Intervention (Targeted Support for Struggling Learners):

- Use limited color palettes to reduce cognitive load and focus on warm/cool recognition.
- Provide guided color-mixing exercises with teacher or aide support.
- Offer pre-cut shapes or guided collage elements for students needing fine motor support.
- Check in frequently with students, asking them to verbalize their color choices to reinforce understanding.

Enrichment (Extension for Advanced Learners):

- Challenge students to combine warm and cool colors within a single composition to create dynamic contrasts or mood shifts.
- Encourage exploration of layering, tinting, shading, and transparency to achieve more complex effects.
- Invite students to research a featured artist or culture and create a work inspired by their use of color.

- Have students experiment with mixed media (watercolor + collage, tempera + pastel) to explore how color interacts across surfaces.

For Language Development (MLLs and Emerging Communicators):

- Pre-teach color-related vocabulary with visuals, color swatches, and real-life examples.
- Use sentence starters and frames to support verbal and written expression:
 - “This color feels _____ because _____.”
 - “I used warm colors to show _____.”
 - “I mixed these colors to create _____.”
- Encourage partner talk and small-group discussion to practice using new vocabulary in context.
- Label art materials and classroom areas in multiple languages, when possible, to reinforce word recognition.
- Use visual cues and anchor charts to model language while demonstrating techniques.

Central Bucks School District – Grade 3 Art

Unit 3 – Value, Shape, Form

Desired Results:

In this unit, students explore geometric and organic shapes and learn how to create the illusion of depth and dimension through value, blending, and shading. Students practice controlling light and dark tones to convey form, highlight details, and create shadows. By studying artists, students learn how shape and value communicate mood, structure, and meaning in art.

Essential Questions

- How can we use shapes to create a balanced and interesting composition?
- How does value help make a drawing look three-dimensional?
- What techniques can artists use to show light, shadow, and depth?
- How do artists choose shapes and value to convey meaning or emotion?

Enduring Understandings

The students will know that...

- Geometric shapes have defined rules and attributes, while organic shapes are found in nature.
- Value (lightness or darkness) can create the illusion of three-dimensional form on a two-dimensional surface.
- Artists use blending, shading, and hatching to depict light, shadow, and depth.
- Thoughtful use of shape and value enhances artistic expression and composition.

Knowledge:

Students will know:

- The difference between geometric and organic shapes (square, triangle, circle, rectangle, rhombus, oval).
- How to identify highlights, shadows, and midtones in objects and images.
- Techniques for creating a range of values, including blending, shading, and hatching.

Vocabulary: Geometric shape, Organic shape, Value, Light / Dark / Midtone, Highlight, Shadow, Blending, Shading, Hatching, Form, Contrast

Suggested Artists and Cultures

- Wayne Thiebaud – Use of value and shape in still-life compositions.
- Henri Matisse – Bold shapes, expressive use of form and color.
- Jeff Koons – Large-scale sculptures emphasizing shape and reflective surfaces.
- Ancient Greek Vase Painting – Study of geometric patterns and forms.
- Japanese Ink Wash Painting (Sumi-e) – Use of shading and contrast to depict natural forms.

Skills:

Students will be able to:

- Draw geometric and organic shapes accurately, respecting their attributes.
- Apply value techniques to create depth and three-dimensionality.
- Experiment with light, shadow, and contrast in their artwork.
- Discuss how shape and value influence the viewer's perception and mood.

Standards:

PA Visual Arts Standards

Priority PA Visual Arts Standards

- 9.1.3.A: Recognize and use elements and principles of design to create works of art.
- 9.1.3.B: Recognize, know, use, and demonstrate a variety of appropriate art materials, tools, and techniques.

Supporting PA Visual Arts Standards

- 9.2.3.L: Identify and describe the use of art to express community, cultural, or historical context.
- 9.3.3.A: Recognize critical processes used to interpret works of art.

National Core Arts Standards

Priority National Core Arts Standards

- VA:Cr1.2.3a: Apply knowledge of available resources, tools, and techniques to investigate ideas.
- VA:Cr2.1.3a: Create personally satisfying artwork using blending and shading techniques.

Supporting National Core Arts Standards

- VA:Cr2.2.3a: Demonstrate safe and proficient use of art materials.
- VA:Re7.1.3a: Speculate about processes artists use to create a work of art.
- VA:Cn10.1.3a: Develop a work of art based on observations of form and shape in the environment.

Acceptable Evidence:

Formative Assessments

- Teacher observation during shape and shading exercises.
- Sketchbook practice showing blending, shading, and hatching experiments.
- Quick peer-sharing or “I notice/I wonder” reflections on value techniques.

Summative Assessments

- Completed artwork demonstrating accurate use of geometric and organic shapes, with highlights and shadows.
- Value scales or blending charts showing control of light to dark.
- Reflection explaining how shape and value choices communicate form and meaning.

Suggested Learning Experiences and Instruction

Suggested Learning Experiences

- Practice drawing geometric and organic shapes, labeling attributes.
- Create value scales using pencils or paint to practice blending and shading.
- Apply value techniques to simple still-life objects to show highlights and shadows.
- Study artists (Wayne Thiebaud, Henri Matisse, Jeff Koons) to see use of shape and value in compositions.
- Collaborative exercises where students combine shapes into a group composition.

- Use a gallery walk or peer critique to discuss use of form, value, and shading.
- Experiment with different media (pencil, charcoal, watercolor) to explore contrast and texture.

Instructional Strategies

- Demonstrate blending and shading techniques step by step.
- Use think-alouds to model observation of light and shadow in real objects.
- Partners or small-groups work to reinforce skill practice and peer learning.
- Anchor charts showing step-by-step shading techniques and geometric vs. organic shapes.
- Encourage verbal reflection using vocabulary frames ("I used shading to show...")

Differentiation / Intervention / Enrichment Options

Differentiation:

- Provide templates or stencils for geometric shapes.
- Use step-by-step visual guides for blending and shading.
- Pair students for guided practice and peer modeling.

Intervention:

- Focus on one shape or one value technique at a time.
- Provide pre-drawn shapes to shade for practice.
- Use limited media to simplify blending techniques.

Enrichment:

- Combine multiple shapes into a complex composition with advanced shading.
- Explore reflective or metallic surfaces to experiment with highlights.
- Incorporate three-dimensional modeling using clay to reinforce understanding of form and value.

For Language Development:

- Pre-teach vocabulary with visual examples and real objects.
- Sentence starters: "I shaded this shape to show _____," "The highlight shows _____," "This shape is geometric because _____."
- Encourage students to explain choices orally or with labeled sketches.

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Unit 4 – 3D Form & Sculpture

Desired Results:

In this unit, students explore three-dimensional form through hand-building techniques in clay. They learn about diverse types of sculpture, including functional and abstract works, and gain experience with techniques such as scratch-and-attach, glazing, and firing. By comparing two-dimensional and three-dimensional art, students develop a deeper understanding of form, space, and artistic expression. Artists provide inspiration for exploring organic shapes, abstraction, and the transition from 2-D to 3-D form.

Essential Questions:

- How do artists use three-dimensional form to express ideas or emotions?
- What makes a sculpture functional or non-functional?
- How do hand-building techniques help artists create and manipulate form?
- In what ways is working in 3-D space different from creating 2-D artwork?

Enduring Understandings

Students will understand that...

- Sculptures occupy and define space differently than 2-D artwork.
- Artists use form, texture, and volume to communicate meaning and emotion.
- Functional sculpture serves a purpose, while non-functional sculpture emphasizes form and concept.
- Hand-building techniques allow artists to construct and manipulate clay to create three-dimensional artwork.

Knowledge:

Students will know:

- The difference between 2-D and 3-D art.
- Types of sculpture: functional, abstract, and representational.
- Basic hand-building techniques: pinch, coil, slab, scratch-and-attach.
- The kiln firing and glazing process and how it affects clay.

Vocabulary:

- 3-D / Three-dimensional
- Form
- Volume
- Texture
- Functional sculpture
- Abstract sculpture
- Pinch, Coil, Slab
- Scratch-and-attach
- Kiln
- Firing
- Glaze

Suggested Artists and Cultures

- Henry Moore – Abstract sculptor emphasizing organic forms and mass.
- Frank Stella – Explores 2-D to 3-D forms and structure in visual art.
- Louise Nevelson – Assemblage sculptures using found objects.
- Ancient Greek Sculpture – Classical understanding of form, proportion, and representation.
- Native American Clay Traditions – Functional pottery and sculptural forms reflecting cultural heritage.

Skills:

Students will be able to:

- Construct a three-dimensional clay sculpture using hand-building techniques.
- Apply scratch-and-attach methods to combine clay elements securely.
- Use glaze to enhance surface texture and visual interest.
- Compare and reflect on the differences between 2-D and 3-D artwork.
- Discuss and critique sculptures using proper vocabulary.

Standards:

PA Visual Arts Standards

Priority PA Visual Arts Standards

- 9.1.3.A: Recognize and use elements and principles of design to create 3-D works.
 - 9.1.3.B: Demonstrate appropriate use of materials, tools, and techniques for sculpture.
- Supporting PA Visual Arts Standards
- 9.2.3.C: Identify works of art that reflect cultural traditions and artistic expression.
 - 9.3.3.A: Apply critical processes to examine 3-D artwork.

National Visual Arts Standards

Priority National Core Arts Standards

- VA:Cr1.1.3a: Elaborate on ideas to create 3-D forms.
 - VA:Cr2.1.3a: Create personally satisfying sculpture using hand-building techniques.
- Supporting National Core Arts Standards
- VA:Cr2.2.3a: Demonstrate safe and proficient use of clay tools and materials.
 - VA:Re7.1.3a: Discuss how artists develop form in sculpture.
 - VA:Cn10.1.3a: Develop 3-D artwork based on observation and design principles.

Acceptable Evidence:

Formative Assessments

- Teacher observation of clay handling, scratch-and-attach technique, and kiln preparation.
- Sketches and planning of 3-D designs in sketchbooks.
- Short reflections comparing 2-D and 3-D art experiences.

Summative Assessments

- Completed clay sculpture demonstrating form, volume, and surface detail.
- Application of glazing and firing techniques to finish work.
- Written or verbal reflection on the differences between functional and non-functional sculpture.
- Peer and self-assessment using CBSD Art Department Rubric.

Suggested Learning Experiences and Instruction

Suggested Learning Experiences –

- Demonstrate and practice hand-building techniques: pinch, coil, slab, and scratch-and-attach.
- Explore the difference between 2-D and 3-D forms with drawing exercises and sculptural studies.
- Create a small functional sculpture (e.g., vessel or container) using proper hand-building and joining techniques.
- Create a non-functional abstract sculpture emphasizing organic form or design inspired by Henry Moore.
- Apply glaze and discuss its effect on surface and texture.
- Reflect and share work in small groups or class critique, comparing use of space, form, and texture.
- Study 3-D artists to understand different approaches to form and function.

Instructional Strategies:

- Teacher demonstration and step-by-step modeling of hand-building and joining techniques.
- Visual examples of 3-D artwork to discuss form and structure.
- Think-alouds during glazing and sculpting to show decision-making process.
- Peer and group critiques to practice art vocabulary and constructive feedback.
- Scaffolded support for assembling complex forms and planning multiple components.

Differentiation / Intervention / Enrichment Options

Differentiation:

- Provide templates or simple clay forms for students who need guidance.
- Use visual and verbal modeling of steps for hand-building and glazing.
- Offer adaptive tools for students with fine motor challenges.

Intervention:

- Focus on one technique at a time (e.g., pinch or coil) before combining.
- Provide pre-scored or pre-slabbed clay for students needing support with joining.
- Offer additional guided demonstrations for glazing and kiln use.

Enrichment:

- Encourage creating multi-part sculptures or combining 2-D and 3-D elements.
- Challenge students to experiment with abstract forms inspired by artists like Henry Moore or Frank Stella.
- Explore mixed-media sculptural work using clay combined with found materials.

For Language Development:

- Pre-teach key vocabulary with labeled visuals and clay demonstrations.
- Sentence frames: “I used ____ technique to create ____,” “This sculpture is functional because ____,” “This sculpture shows ____ form.”
- Encourage partner talk to describe process and artistic choices.
- Use visual cues to reinforce concepts like form, volume, and texture.

Central Bucks School District – Grade 3 Art

Unit 5 – Line & Pattern

Desired Results:

In this unit, students explore the expressive potential of line and the use of repetition to create patterns. Students learn how line weight, direction, and contour can define shape, movement, and positive space in artwork. Through hands-on exercises and study of artists, students create patterned compositions that demonstrate intentional use of line and repetition.

Essential Questions

- How does line affect movement, space, and pattern in artwork?
- What is the difference between contour line and expressive line?
- How can repetition of line, shape, or color create rhythm or pattern?
- How do artists use lines and patterns to communicate meaning or emotion?

Enduring Understandings

The students will know that

- Lines can vary in weight, direction, and movement to create visual interest.
- Repetition of line, shape, and color creates pattern and rhythm.
- Contour lines define edges and help communicate form and space.
- Artists make deliberate choices in line and pattern to guide the viewer's eye and convey meaning.

Knowledge:

Students will know:

- Types of lines: horizontal, vertical, diagonal, thick, thin.
- Contour line as a tool for outlining shapes.
- How repetition of line, shape, and color creates pattern.
- Line can be used as the main or positive space in a composition.

Vocabulary:

- Line
- Line weight
- Horizontal
- Vertical
- Diagonal
- Contour line
- Pattern
- Repetition
- Movement
- Positive space

Suggested Artists and Cultures:

- Piet Mondrian – Geometric lines and balanced compositions.
- Henri Matisse – Expressive line and cut-out shapes.
- Yayoi Kusama – Repetition and polka-dot patterns.

- Wassily Kandinsky – Lines creating rhythm and abstract movement.
- Gustav Klimt – Decorative line patterns in painting.
- Islamic Geometric Art – Repetition of line and shape in intricate designs.
- African Textile Patterns – Use of repeated lines and motifs to create rhythm and meaning.

Skills:

Students will be able to:

- Draw and vary line weight, direction, and style to create visual interest.
- Use contour line to define shapes.
- Create patterns through repetition of line, shape, and/or color.
- Discuss how line choices affect movement and space in their artwork.
- Reflect on how line and pattern convey rhythm, mood, or focus.

Standards:

PA Visual Arts Standards

Priority PA Visual Arts Standards

- 9.1.3.A: Recognize and use elements and principles of design to create works of art.
- 9.1.3.B: Recognize, know, use, and demonstrate a variety of appropriate art materials, tools, and techniques.

Supporting PA Visual Arts Standards

- 9.2.3.L: Identify and describe art that reflects cultural patterns and designs.
- 9.3.3.A: Recognize critical processes used to examine works of art.

National Core Arts Standards

Priority National Core Arts Standards

- VA:Cr1.2.3a: Apply knowledge of resources and tools to create patterns and designs.
- VA:Cr2.1.3a: Create personally satisfying artwork using line and pattern.

Supporting National Core Arts Standards

- VA:Cr2.2.3a: Demonstrate safe and proficient use of art materials.
- VA:Re7.1.3a: Discuss how artists use line and pattern to convey meaning.
- VA:Cn10.1.3a: Develop a work of art based on observation and design principles.

Acceptable Evidence:

Formative Assessments

- Observation during line exercises and pattern creation.
- Sketchbook or notebook practice with varied lines and repetitions.
- Peer discussion or mini-reflections on how line and pattern create rhythm and movement.

Summative Assessments

- Completed artwork demonstrating varied lines, contour, and repeated patterns.
- Use of positive space and expressive line in composition.
- Written or verbal reflection on how line and pattern influence visual impact.
- Peer and self-assessment using **CBSD Art Department Rubric**.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Experiment with different line types and weights using pencil, marker, or paint.
- Practice contour line drawing to define shapes and edges.
- Create patterns by repeating lines, shapes, and colors across a surface.
- Study artist examples and identify how line and repetition create rhythm and emphasis.
- Combine geometric and organic shapes in a patterned composition.
- Collaborative pattern-making exercises to explore repetition and movement.
- Reflect on the visual impact of line and pattern in student work and peers' work.

Instructional Strategies:

- Teacher modeling line variation and pattern creation.
- Guided exercises exploring horizontal, vertical, diagonal, and contour lines.
- Use think-alouds to demonstrate repetition and rhythm.
- Peer and group critiques with sentence frames for art vocabulary.
- Anchor charts showing examples of expressive and contour lines, and repeated patterns.

Differentiation / Intervention / Enrichment Options

Differentiation:

- Provide line templates or pre-drawn shapes for students needing guidance.
- Use visual charts to show line types, weights, and directions.
- Offer small-group modeling for students needing extra support with repetition and pattern planning.

Intervention:

- Focus on one type of line at a time before combining complex patterns.
- Use limited shapes or colors for patterned exercises.
- Provide guided tracing exercises for fine motor or motor-planning support.

Enrichment:

- Encourage students to create multi-layered patterns with varied line weights and directions.
- Explore cultural or historical patterns, integrating research into artwork.
- Challenge students to combine multiple media (e.g., marker + watercolor) to create dynamic patterned compositions.

For Language Development:

- Pre-teach vocabulary with visuals and examples of patterns in art.
- Sentence frames: "I used ____ type of line to show ____," "The repetition of ____ creates ____," "This line acts as positive space because ____."
- Encourage partner talk or group discussions to explain pattern choices.
- Label materials and anchor charts to reinforce vocabulary.

Central Bucks School District – Course of Study – Grade 3 Art

Unit 6 – Art History and Cultures

Desired Results:

In this unit, students explore art history and cultural heritage through the lens of ancient Egypt, Greece, and Rome. They learn to recognize key symbols, significant artworks, and the roles of artists within these civilizations, using developmentally appropriate vocabulary. Students gain insight into how historical context, artistic purpose, and cultural values shape creative expression. This content is designed to be woven throughout Units 1–5, enriching lessons and helping students connect contemporary artmaking to historical traditions and global perspectives.

Essential Questions

- How did art reflect the beliefs and values of ancient Egypt and Greece?
- What symbols or design elements help us understand a culture's artwork?
- How do artists use their skills to serve their community or society?
- How can we apply lessons from historical art to our own creative work?

Enduring Understandings

- Art reflects cultural values, beliefs, and historical context.
- Artists have served important social, religious, and functional roles throughout history.
- Symbols, motifs, and design elements convey meaning across time and place.
- Learning about art history enhances observation, interpretation, and creative choices.

Knowledge:

Students will know:

- Key features of ancient Egyptian art, such as pyramids, pharaohs, hieroglyphics, tombs, sarcophagi, and gods/goddesses.
- Key features of ancient Greek/Roman art and architecture, such as columns, temples, statues, pottery, and mythological subjects.
- Names of notable historical artists such as Imhotep, Thutmose, Bek, Phidias, Polykleitos, and Exekias.
- How symbolism, function, and design contribute to meaning in historical art.

Vocabulary:

- Ancient Egypt / Greek / Roman, Symbol, Design, Pharaoh, Pyramid, Hieroglyphics, Sarcophagus, Mummy, Tomb, Papyrus, Gods/Goddesses, Myth, Olympics, Pottery, Column, Temple, Statue, Athena, Parthenon, Imhotep, Thutmose, Bek, Phidias, Polykleitos, Exekias

Suggested Artists and Cultures:

- Imhotep – Ancient Egyptian architect and artist, designer of the Step Pyramid.
- Thutmose – Egyptian sculptor known for statues of Pharaohs and deities.
- Bek – Ancient Egyptian royal sculptor.
- Phidias – Greek sculptor of the Parthenon and Athena statue.
- Polykleitos – Greek sculptor, known for idealized human proportions.
- Exekias – Ancient Greek vase painter and potter.
- Ancient Egyptian Art – Symbolism in tombs, pyramids, and sarcophagi.

- Ancient Greek / Roman Art – Architecture, sculpture, and pottery reflecting mythology, civic ideals, and daily life.

Skills:

Students will be able to...

- Identify and describe key features of Egyptian and Greek/Roman artworks.
- Use age-appropriate art vocabulary to discuss historical works.
- Compare historical artworks to contemporary projects.
- Draw connections between culture, purpose, and artistic choices.
- Reflect on how historical art inspires or informs their own creative work.

Standards:

Pa Visual Arts Standards

Priority PA Visual Arts Standards

- 9.1.3.C: Understand how art is connected to culture, society, and history.
- 9.2.3.A: Identify and describe art from different historical and cultural contexts.

Supporting PA Visual Arts Standards

- 9.2.3.L: Recognize art that expresses cultural values, community identity, and historical context.
- 9.3.3.A: Examine processes and techniques used by historical artists.

National Core Arts Standards

Priority National Core Arts Standards

- VA:Re7.1.3a: Identify and describe how cultural and historical context informs art.
- VA:Cn10.1.3a: Use knowledge of historical art to develop personal artwork.

Supporting National Core Arts Standards

- VA:Re8.1.3a: Analyze how images influence understanding of time and place.
- VA:Cn11.1.3a: Make connections between personal artwork and historical/cultural art.

Acceptable Evidence:

Formative Assessments

- Observation and discussion of student engagement during history lessons.
- Sketchbook exercises drawing Egyptian or Greek motifs.
- Short reflections comparing historical and contemporary art.

Summative Assessments

- Written or verbal description of a chosen historical artwork using vocabulary.
- Artwork inspired by historical symbols, patterns, or architecture.
- Peer or teacher evaluation of accuracy in identifying historical features and symbolic meaning.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Examine images or replicas of Egyptian pyramids, tombs, sarcophagi, and Greek temples.
- Identify and discuss key symbols and motifs in ancient artwork.

- Draw or paint patterns and designs inspired by Egyptian or Greek art.
- Compare functional objects (pottery, architecture) and purely decorative artwork.
- Explore how artists like Imhotep, Phidias, and Exekias balanced function, design, and meaning.
- Integrate historical references into ongoing projects in Units 1–5 when relevant (e.g., using Egyptian patterns in a mural, Greek forms in sculpture).
- Reflect on how understanding history enhances observation and creative decisions.

Instructional Strategies:

- Use visual aids and replicas to introduce key artworks.
- Storytelling and discussion to explain cultural context and symbolism.
- Guided sketching or tracing of historical motifs.
- Think-alouds to connect historical art techniques to contemporary classroom projects.
- Encourage pair or small-group discussions to verbalize observations and insights.

Differentiation / Intervention / Enrichment Options

Differentiation:

- Provide labeled visuals of symbols and artworks for reference.
- Offer guided tracing or templates for sketching historical patterns.
- Scaffold discussion questions for students needing language support.

Intervention:

- Focus on identifying one key symbol or artwork per lesson.
- Use simplified timelines and maps to contextualize ancient cultures.
- Provide sentence starters for describing artworks: “This artwork shows _____,” “The symbol means _____.”

Enrichment:

- Research additional artists, symbols, or architecture from the cultures studied.
- Compare Egyptian and Greek art with art from another world culture.
- Incorporate historical motifs into larger creative projects across Units 1–5.

For Language Development:

- Pre-teach key vocabulary with images, gestures, or props.
- Use sentence frames: “I notice _____ in this artwork,” “This symbol represents _____.”
- Encourage oral descriptions, paired reading of historical texts, and sketch-to-speak exercises.