



Third Grade



NUMi
FOUNDATION
Celebrating People, Planet & Possibility

Third grade uses the creation of art as a means to continue age appropriate exploration of art as expression, while also exploring the link between art and nature. Students will learn to appreciate and see themselves in nature, and practicing expressing their nature-inspired visions.

Students will explore the use of techniques such as color blending and perspective to add sophistication to their self-expression. Students will learn about using sources such as music, story, and feelings to inspire the creation of art. Students will attend museum field trips to gain appreciation for various artists and find inspiration for their own work.

The cumulative project is an age appropriate discussion of major artists such as Matisse, Warhol, and Rousseau, that allows students to gain an appreciation for how these masters employed the concepts covered by the curriculum, supplemented by opportunities for the students to use the works of these renowned artists as inspiration for their own art. Students will also explore cultural arts from Africa, Sweden, and Japan, using these art forms to enhance their understanding of other cultures.

Table of Contents

Week 1: Lesson 1 - Sketchbooks	4
Week 1: Lesson 2 - Rock Sculpture Installation	7
Week 2: Lesson 1 - Pinecone Sculptures.....	9
Week 2: Lesson 2 - Nature as We See It: Large Mural Collage Creation	11
Week 3: Lesson 1 - The Tree of Life	13
Week 3: Lesson 2 - Bright Sky	15
Week 4: Lesson 1 - Sand Paintings.....	17
Week 4: Lesson 2 - Large Mural Creation	19
Week 5: Lesson 1 - Blended Colors.....	21
Week 5: Lesson 2 - Painting My Feelings	23
Week 6: Lesson 1 - Using Secondary Colors to Show Feelings	25
Week 6: Lesson 2 - Wax over Paint.....	27
Week 7: Lesson 1 - Hand and Feet Jive Installation.....	29
Week 7: Lesson 2 - Painting Colorful Fabrics	31
Week 8: Lesson 1 - Using Color to Brighten.....	33
Week 8: Lesson 2 - Colorful Wall Mural.....	35
Week 9: Lesson 1 - Flight and Stick.....	37
Week 9: Lesson 2 - Wheat Weaving Designs	39
Week 10: Lesson 1 - A Textured Self-Portrait	41
Week 10: Lesson 2 - Museum Visit	43
Week 11: Lesson 1 - Creating Animals from Patterns.....	45
Week 11: Lesson 2 - Idiomatic Expressions for Animals.....	47
Week 12: Lesson 1 - Music Made by Instruments	50
Week 12: Lesson 2 - Instrument Jam	52
Week 13: Lesson 1 - My Place in My Family Hand Print Wreaths	54
Week 13: Lesson 2 - Family Hand Print Wreaths	56
Week 14: Lesson 1 - Animals and My Family.....	58
Week 14: Lesson 2 - Funny Names in Stories	60
Week 15: Lesson 1 - Performed Puppet Play.....	62
Week 15: Lesson 2 - My Family's Beach Story	64

Week 16: Lesson 1 - Every Family Has a Story	66
Week 16: Lesson 2 - Tangrams	68
Week 17: Lesson 1 - Up, Up in the Air	70
Week 17: Lesson 2 - My Family of Origami Cranes.....	73
Week 18: Lesson 1 - Chinese Name Painting.....	75
Week 18: Lesson 2 - Playlist About My Family!	77
Week 19: Lesson 1 - Things I Like to do with My Family!	79
Week 19: Lesson 2 - Natural Families	81
Week 20: Lesson 1 - Our Homes	83
Week 20: Lesson 2 - Museum Visit	85
Week 21: Lesson 1 - My Favorite Family Place	87
Week 21: Lesson 2 - Autobiography of My Family and Me!	89
Week 22: Lesson 1 - A Postcard from Home	91
Week 22: Lesson 2 - Bringing Nature Indoors.....	96
Week 23: Lesson 1 - The Colors of My Community	98
Week 23: Lesson 2 - Detailed Map of My Community	100
Week 24: Lesson 1 - My Community of the Future	102
Week 24: Lesson 2 - A Skyscape Silhouette of My Community.....	104
Week 25: Lesson 1 - Seeing Nature From Another Perspective	106
Week 25: Lesson 2 - Nature from a Bird’s Eye View.....	108
Week 26: Lesson 1 - A Place of My Own in the World.....	111
Week 26: Lesson 2 - The World is so full of Amazing Places!	113
Week 27: Lesson 1 - Full Moon Silhouettes.....	115
Week 27: Lesson 2 - Creating an Environment Poster.....	117
Week 28: Lesson 1 - Andy Goldsworthy	120
Week 28: Lesson 2 - Henri Rousseau	123
Week 29: Lesson 1 - Franz Marc and his Blue Horse	128
Week 29: Lesson 2 - Andy Warhol and Color.....	131
Week 30: Lesson 1 - African Masks.....	134
Week 30: Lesson 2 - Henri Matisse’s Paper Cut-outs	137



Week 1: Lesson 1

GRADE 3

Sketchbooks

Where do my drawings live?

STANDARDS

CCSS 3.SL.6

Visual Arts Content Standards 3.2.1

OBJECTIVES

- To meet and introduce each other
- To discuss that this class will allow them to draw, paint and create art
- To create sketchbooks for each child

MATERIALS

- 2 pieces of cardboard, each at 8.5" x 5.5" - for each student
- Piece of thick canvas material at 8.5" x 11" in dimension – for each student
- Pieces of colored paper or decorative paper- this is to create book covers that are more fanciful. If need be, they can have white label on the fancier paper to identify the author of the book
- Elmer's glue –2 large bottles for class
- Rubber matt used for cutting into (can find these in art stores – 2 for class)

- Poker to punch holes into paper (not sure what these are called but something whereby they can lay their pieces of paper onto the rubber matt and poke holes through) – 2 for class
- Ruler – 2 for class
- Needles with large eyes
- Rolls of yarn of various colors

Preparation:

Teacher should review procedure for creating sketchbooks, gather materials and extra help for the class.

Procedure:

Teacher sets up an assembly line of the different stages and demonstrates.

Stage 1:

- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

Stage 2:

- Lay 2 pieces of cardboard next to each other, leaving about 1" gap between them.
- Apply glue to cardboard pieces
- Lay piece of canvas on top of cardboard and gap. Paste.

Stage 3:

- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2" increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:

- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.

- Thread yarn through needle and knot end.
- Holding the cover and pages together, starting at inside of book pages at bottom point, thread needle and yarn through all pages and through canvas strip.
- Thread through canvas strip and into next point.
- Continue to sew book back and forth through points until end at 4th point (inside of book). Knot.
- This is a critical phase to make sure string is tight, pages are aligned, the book is

Stage 5:

- Decorate cover of book with design, name of author, name of book, dates...
- Can use glitter, stencils, stickers, magazine cutouts, collage, etc.
- Can also decorate inside cover if want to leave outside as is.

Wrap up:

Introduce your clean-up routine to the children.

Notes/Feedback:



Week 1: Lesson 2

GRADE 3

Rock Sculpture Installation

Seeing Myself Through Nature

STANDARDS

CCSS 3.L

Visual Arts Content Standards 3.2.1, 2.4

OBJECTIVES

- To create rock sculptures for an installation
- To discuss what qualities of themselves they see in the rocks
- To discuss the four elements and which they feel most like
- To draw pictures of the sculptures in their sketchbooks

MATERIALS

- Rocks of many sizes
- Natural materials such as mosses, ferns, grasses
- Sketchbooks

Preparation:

Gather natural materials from outdoors. Pick a site outdoors for the rock sculpture installation.

Procedure:

- If possible, take the students outdoors to collect natural materials. If not, use materials collected by the teacher. Use this as an opportunity to show the students your love of nature. Model respect for the gifts of nature.
- Ask the students to create a collage or sculpture that shows something about themselves. Use simile and metaphor for comparisons in their descriptions, for example, they may say they run like the wind. Or if they smile a lot, the project might show something about their smile. Discuss the four elements: earth, air, fire and water and ask which of these elements they believe they are most like.
- Ask the students to share their work with each other and talk about it.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

If possible, leave the installation up outdoors or inside. Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Educators are increasingly becoming aware of how nature deficits affect children. When possible, teacher should take their students outdoors to connect with nature. When this is not possible, teachers are encouraged to bring nature into the classroom. Many of the activities in the NUMI curriculum encourage work with natural objects. The following article may be of interest.

<http://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature%20InfoSheet.pdf>



Week 2: Lesson 1

GRADE 3

Pinecone Sculptures

Seeing Myself Through Nature

STANDARDS

VACS 1 1.1, 1.2, 2.1, 2.3, 2.5

OBJECTIVES

- To create pinecone sculptures
- To discuss human qualities visible in nature
- To draw pictures of themselves in nature

MATERIALS

- Pinecones of various sizes and shapes
- Small items to glue on pinecones
- Cardboard on which to glue sculpture
- Glue
- Sketchbooks with pencils or crayons

Preparation:

Gather materials and distribute sketchbooks, pencils and crayons

Procedure:

- Allow each student to pick a pinecone that they like.
- Ask them to add pieces to the pinecone to make it resemble themselves.
- Discuss why they feel it resembles something human about themselves.
- Discuss pinecones in nature.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 2

GRADE 3

Nature as We See It: Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1, 2.3, 2.4

OBJECTIVES

- To create a large mural collage for display
- To discuss which qualities of these creatures are similar to human qualities
- To draw these in sketchbooks

MATERIALS

- Large mural paper any color
- Various bits of fabric, paper and small natural materials
- Scissors
- Glue
- Crayons
- Sketchbooks

Procedure:

- Discuss that the mural made today will have caterpillars, butterflies, bees and other natural creatures set in a forest of trees and plants.
- Using scraps of fabric and paper, the children will create the living beings to fill this forest.
- When the mural is finished, it should be hung for all to see.
- After cleaning up, the students should have time to draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 3: Lesson 1

GRADE 3

The Tree of Life

Seeing Myself Through Nature

STANDARDS

CCSS3.L

Visual Arts Content Standards 1.4, 1.5, 2.1, 2.2, 2.3, 2.4

OBJECTIVES

- To create individual Trees of Life
- To discuss how everything in Nature comes in different colors, shapes and sizes, and that all living things are connected to Nature
- To draw in sketchbooks

MATERIALS

- Small Leaves collected from outdoors
- Watercolor paints in jars, brushes, water
- Paint brushes
- White fabric or paper for each student at least 12" by 14" or larger
- Sketchbooks and pencils or crayons

Background Information:

Children relate to the natural world. When they can see themselves as part of nature, they will respect and care for the natural world.

Procedure:

- Have the children look at the leaves spread out on table or floor. Ask them to describe the leaves. They may speak about colors, shapes, and sizes. Discuss that everyone on Earth and everything in Nature comes in different colors, shapes and sizes.
- Instruct the children to choose one or more leaves that remind them of themselves or someone they love.
- Give each student a piece of painting paper.
- Set up small red, yellow and blue paint.
- Have the children paint a centered tree trunk with long tree limbs fanning out to the edge of the paper.
- Have each child paint the colors of their leaf or leaves by picking one color, dabbing it on the paper and watch it spread, then add in another color in that leaf next to the first color and watch how the colors blend together.
- When finished, display the trees of life for the children to see.
- In their sketchbooks, they should draw their trees of life.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 3: Lesson 2

GRADE 3

Bright Sky

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 3. 2.1, 2.3, 2.4

OBJECTIVES

- To look at the sky and describe it
- To draw the sky
- To draw the sky in sketchbooks

MATERIALS

- Large sheet of drawing paper for each child
- Crayons
- Cotton balls
- Glue
- Sketchbooks with pencils or crayons

Procedure:

- Read the poem to the class or print it out and have the children read it.

Bright Night

The stars are shiny and they are bright and they shine right through the darkest night.

They burn like a forest that has burnt to the ground and new life appears all around,

The stars glow like embers in the sky and if they went out darkness would encircle us all,

They are far away and they might be dim but they represent hope to all around,
The stars have been there since the start of time and will illuminate the sky for times to come,

Their beauty is unrivaled except for the sun which gives us life all year long.

Source: Bright Night, Sky

Poems<http://www.poetryinnature.com/nature/poetry.asp?poem=1837#ixzz3HH0xdnk9>

- Then ask the children what they see in the sky. If possible, have them watch clouds until they transform from one shape to another.
- Then, have them create a sky scene on paper.
- After clean-up, have the children draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 4: Lesson 1

GRADE 3

Sand Paintings

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 3.2.1, 2.2, 2.3, 2.4

OBJECTIVES

- To paint a nature scene with sand
- To draw in sketchbooks

MATERIALS

- Clean Sand
- Powdered Tempera Paints
- Small, empty containers with lids
- Craft Glue
- Pencil
- Plastic knife and spoons
- Sketchbooks with pencils or crayons

Procedure:

- Mix sand and tempera paints (one spoon at a time) in containers and shake.

- On paper, sketch nature scene of your choice.
- One section at a time, spread glue on area and then spread colored sand on that area.
- Continue filling each area, one at a time with the sand color of your choice until finished.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 4: Lesson 2

GRADE 3

Large Mural Creation

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 3.2.1, 2.4

OBJECTIVES

- To review the signs of nature in which the children have seen themselves
- To create a mural of scenes in nature with crayons, pencils and glued objects from nature
- To draw in sketchbooks

MATERIALS

- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones, sand—any materials that would help to create a scene of sky, earth and ocean. These might be left over from past projects or collected anew with a walk outdoors.
- Glue
- Sketchbooks and pencils and crayons

Preparation:

Think of this as a review of the first four weeks of the children seeing themselves in nature. Try to think of a place where the mural might hang for the school to see.

Procedure:

- Discuss the fun the children have had creating art and seeing themselves in nature.
- Tell the class that they are going to create a large mural or picture of nature.
- Assign or have the children choose if they will work on the sky, earth or ocean.
- Distribute materials and let the children create the mural.
- When finished, have the students draw their ideas of nature in their sketchbooks.

Wrap up:

Have the students clean up using your routine.

Notes/Feedback:



Week 5: Lesson 1

GRADE 3

Blended Colors

Seeing Myself Through Color

STANDARDS

Visual Arts Content Standards 3.2.1, 1.4, 2.2

OBJECTIVES

- To discuss blending colors—first and secondary colors
- To create a color wheel by blending colors
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Background Information:

Two versions of the color wheel are presented here. Please choose the one that works best for your students.

**Procedure:**

- Begin with creating a circle on paper divided into six wedges.
- Paint the first wedge red, third wedge yellow and then blend the two for orange in between.
- Paint the fifth wedge blue, then blend with yellow to form green.
- Paint the sixth wedge by blending blue with red.
- Discuss the creation of each color.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 5: Lesson 2

GRADE 3

Painting My Feelings

Expressing Myself Through Color

STANDARDS

VACS 3.1.2, 1.4, 2.2

OBJECTIVES

- To discuss how colors help us to express our feelings
- To paint the feelings the students have today
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher asks the students to say how colors express their feelings
- The students create a painting expressing their feelings today
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 1

GRADE 3

Using Secondary Colors to Show Feelings: How Music Influences Our Feelings

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 3.1.2, 1.4, 2.2

OBJECTIVES

- To paint using only secondary colors: orange, green, purple to show our feelings which come from heard music
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the wet paper
- Sponges

- Music source to play for children
- Music chosen by the teacher to reflect what the teacher feels would resonate with the students—possibilities would be instrumental versions of songs from children’s films such as Frozen, Cinderella, Up
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher tells the children that today they will hear music and then paint the feelings this creates in them.
- The teacher will choose and play music that will generate feelings in the students and have them discuss how the music makes them feel.
- The teacher will decide to play the music again while the children paint or have them remember the music as they paint.
- When the paintings are finished, the children will discuss the feelings they created in their paintings.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 2

GRADE 3

Wax over Paint

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 3.1.2, 1.4, 2.2

OBJECTIVES

- To review the paintings of the past few lessons
- To paint a solid background of yellow, then draw with crayon to complete the picture
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Yellow water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Crayons

- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The children should paint their paper in yellow.
- When dry, the children should draw with bright colors over the yellow.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 7: Lesson 1

GRADE 3

Hand and Feet Jive Installation

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 3.2.1, 2.2

OBJECTIVES

- To create a sculpture of hands and feet in red, orange, yellow, green, blue and purple
- To draw in sketchbooks

MATERIALS

- Cardboard
- Red, yellow and blue water paint
- Trays for paints
- Scissors
- Wire
- Clean-up materials
- Sketchbook with pencils or crayons

Procedure:

- Have paint trays in red, yellow, blue, orange, green and purple
- Have each child paint several hand and foot prints.
- Once handprints and footprints are dry, cut them out and arrange with wire in the form of a mobile.
- Put on display at school.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 7: Lesson 2

GRADE 3

Painting Colorful Fabrics

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 3.1.2, 1.5, 2.1

OBJECTIVES

- To paint fabrics
- To draw in sketchbooks

MATERIALS

- Clean white fabric for each child
- Fabric Paints
- Clean-up materials
- Sketchbooks with pencils or crayons

Procedure:

- The children will each have a piece of fabric on which to paint.
- The paints squeeze out of the plastic bottles, so no brushes are needed.
- After the children decorate their fabrics, they may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 1

GRADE 3

Using Color to Brighten

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 3.2.1, 2.2

OBJECTIVES

- To brighten up objects with paint
- At the teacher's discretion, the children may paint gourds, balls or other objects.
- To draw in sketchbooks

MATERIALS

- Red, Yellow and blue water color paint
- Water jars with water
- Paint brushes of any width
- Crayons
- Sketchbooks with pencils or crayons
- Gourds, balls or other objects to be painted

Procedure:

- Have the children choose their object to paint.

- Discuss the kinds of things they may want to paint on their object and then sketch in their sketchbooks their ideas.
- Children should lightly sketch their ideas onto the object they are painting.
- Allow each child to paint their object the way they wish.
- When finished, the children may draw in their sketchbooks

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 2

GRADE 3

Colorful Wall Mural

Expressing Myself Through Color

STANDARDS

CCSS 3.SL.6

Visual Arts Content Standards 3.1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3

OBJECTIVES

- To create a colorful wall mural to display
- To draw in sketchbooks

MATERIALS

- Large paper for a mural
- Yellow water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Procedure:

- Organize the students in groups to paint a colorful scene discussed and planned by the class.
- Once the scene is painted, display it for the school to see.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 1

GRADE 3

Flight and Stick

Revealing Myself Through Design and Texture

STANDARDS

Visual Arts Content Standards 3.1.3, 2.1, 2.2

OBJECTIVES

- To feel and describe feathers, sticks and cotton swabs with words
- To use the feathers, sticks and cotton swabs to paint feathery and other strokes and designs

MATERIALS

- Large turkey feathers
- Sticks of various thicknesses
- Cotton swabs
- Watercolor paper of at least 18" by 24"
- Water in which to soak the paper
- Red, yellow and blue watercolor paint
- Water jars
- Ink to paint with
- Sketchbooks and pencils and crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- Give each child a feather. Tell them that the feathers came from birds and should be treated with respect and that sticks come from nature and nature should always be respected.
- Tell the children that they will paint soft, feathery strokes on their paper with feathers and experiment with different strokes with cotton swabs and sticks.
- When finished, have the children discuss the look of the strokes.
- The children will then draw feathers in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 2

GRADE 3

Wheat Weaving Designs

Revealing Myself Through Design and Texture

STANDARDS

VACS 3.1.5, 3.4, 3.5

OBJECTIVES

- To create a Swedish woven wheat design
- To draw in sketchbooks

MATERIALS

- 12 pieces of wheat straw for each child
- A plastic bucket with water to soak the wheat for one hour before using
- Scissors
- Thread to tie around wheat
- Thin, brightly colored ribbon to tie on wheat
- Sketchbooks and pencils

Preparation:

Two useful YouTube videos:

<https://www.youtube.com/watch?v=tvYEZvgSpXM> including basics about the craft

<https://www.youtube.com/watch?v=QIKQ38pFYtM> specific instructions about the Easy Harvest Braid

Procedure:

- Soak the wheat in water for one hour before beginning.
- Holding the seed heads together, tie thread tightly around joined stems just below heads.
- Braid or plait the stems to the end of the stems in a straight braid. The videos show how to handle stems that are shorter than the others.
- Tie a ribbon around the bottom of the braid and the woven design is finished.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 10: Lesson 1

GRADE 3

A Textured Self-Portrait

Revealing Myself Through Design and Texture

STANDARDS

Visual Arts Content Standards 2.2.1, 2.3, 2.5

OBJECTIVES

- To create a self-portrait texture collage of beans and grains
- To draw in sketchbooks

MATERIALS

- Cardboard base size 12" by 14"
- An assortment of dry beans and grains
- Glue
- Class Mirror
- Sketchbooks, pencils and crayons

Background Information:

- Using food products in art creation is a sensitive subject. Explain to the students that these products were bought to teach an art lesson to them and that they should

not use their food at home for such a project without permission of the grown-ups with whom they live.

Procedure:

- Let the children look at the dry beans and grains and describe them and then touch them and describe again.
- Discuss how the children will put their dry beans and grains on their cardboard to create a self-portrait of themselves. Will it be by color, size, texture, or shape?
- Let each child look at themselves in the mirror.
- Then, with dry beans and grains in piles or bowls for students to take and glue on their cardboard, they should begin.
- When finished, children should look at each other's collage.
- In their sketchbooks, the children should draw a collage of dry beans and grains.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 10: Lesson 2

GRADE 3

Museum Visit

What art can we find at the museum?

OBJECTIVES

- To visit the Oakland Museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 11: Lesson 1

GRADE 3

Creating Animals from Patterns

Revealing Myself Through Design and Texture

OBJECTIVES

- To discuss what is frightening and wonderful about animals
- To choose an animal to create
- To discuss why he or she wants to create this animal
- To discuss and demonstrate how to make and use a pattern to make an animal
- To make the animal
- To draw in sketchbooks

MATERIALS

- Various pieces of textiles (silk, wool, burlap, fake fur)
- Newsprint or other thin paper
- Pencils
- Straight pins
- Scissors
- Needles and thread
- Stuffing
- Sketchbooks and pencils or crayons

Procedure:

- Let each child choose a cloth to make their animal.
- Have the child discuss why they chose this animal.
- Have each child create a pattern to cut and sew their animal
- Let each child pin their pattern on the fabric and cut it out.
- Have the children sew their animals together around the edge leaving space open to stuff.
- Stuff the animal and finish sewing.
- Display and discuss project.
- Draw in sketchbooks

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 11: Lesson 2

GRADE 3

Idiomatic Expressions for Animals

Revealing Myself Through Design and Texture

OBJECTIVES

- To discuss what qualities different animals have that are unique to that animal
- Use idiomatic expressions, such as, sly as a fox, soar like an eagle,
- To use clay to design the animal the child would like to be
- Try to use one of the expressions discussed in the design of the animal.
- To draw in sketchbooks

MATERIALS

- Clay
- Clay board
- Damp cloth
- Water spray bottle (for teacher)
- Sketchbooks and pencils or crayons
- Animal books for children to see

Preparation:

The clay should be divided into even balls and placed on boards for students. The water spray bottle filled with water is for teacher to use on clay when it becomes too dry to model.

Background Information:

Introducing idioms to describe qualities of animals:

- **An Alley Cat**

This idiom describes a feral cat that hangs around in alleys and relies on food provided by soft-hearted individuals. However, it's also applied to people who prey on the kindness of others. A person might say, "After school, Susan's friends drop by her house waiting to be fed like alley cats."

- **A Paper Tiger**

This timeless idiom applies to people, government organizations and groups that act powerful or put on a bold face to hide their weaknesses. For example, "Nick is a paper tiger. He pretends to be tough, but he's really a gentle giant."

- **As Poor as a Church Mouse**

The proverbial church mouse has little food, few possessions and no monetary wealth. This common idiom is applied to people or families who are poor and live humbly. Here's an example: "Mrs. Brown is as poor as a church mouse since her husband's passing."

- **To Make a Mountain Out of a Molehill**

Moles are strong diggers that create mountain-shaped piles of dirt when building their underground burrows. When used as an idiom, it implies that a situation is viewed from a distorted perspective. For example, "In problem situations, people tend to make mountains out of molehills."

- **To Serve as a Guinea Pig**

For years, guinea pigs have been used in laboratories to test unproven methods or products. Here's one example: "Jenny had never cooked before, but Martin agreed to serve as her guinea pig."

- **To Back the Wrong Horse**

Horse racing has a profound impact on culture and language. This popular idiom means one made the wrong decision. Here's an example: "When the stock market crashed, Gerald realized he had backed the wrong horse."

- **The Black Sheep of the Family**

Like a redheaded stepchild, the black sheep of the family never quite fits in with their siblings, parents or relatives. In literary works, the black sheep is often

portrayed as someone who does not have the same values as the rest of their family. For example, “John was the black sheep of the family. He painted, traveled and did not embrace his father’s business.”

- **To Cast Pearls Before Swine**

Pigs and pearls don’t go together. This idiom suggests that a gesture or gift is unappreciated or entirely misunderstood. Here’s an example: “Rosemary did not appreciate the Faberge egg Peter brought back from Russia. It was as if he were casting pearls before a swine.”

- **A Cat Gets One’s Tongue**

When a cat has one’s tongue, it’s impossible to speak or express one’s feelings. For example, “George was a shy child. When in front of a group, his mouth seized up like a cat had his tongue.”

- **To Have a Tiger by the Tail**

This popular idiom implies that one has taken control of a powerful or unwieldy situation that is too large to manage. However, giving up is even more dangerous. Here’s an example: “Larry was a novice, but he chose to climb Yellowstone’s famous El Capitan. It wasn’t long before he realized he had caught a tiger by the tail.”

See more at: <http://www.grammar.net/animal-idioms#sthash.cDrM7w3Q.dpuf>

Procedure:

- To discuss qualities of animals and introduce idiomatic phrases about animals.
- To discuss how to model clay in hands, not breaking into pieces, but keeping in one piece.
- Teacher models how to use clay to form an animal.
- Students use clay to model their animals.
- When finished, children observe each other’s animal.
- Students draw their animals in their sketchbooks and write idiomatic phrases about their animal.

Wrap up:

Children should use your clean-up routine.

Notes/Feedback:



Week 12: Lesson 1

GRADE 3

Music Made by Instruments

Revealing Myself Through Design and Texture

OBJECTIVES

- To discuss the different instruments of the orchestra
- To listen and to and watch Serge Prokofiev: Peter and the Wolf. Vancouver Symphony Orchestra. (30 minutes)
- To discuss how each instrument is used in the piece
- To compare music with the feel of the fabric
- To draw in sketchbooks

MATERIALS

- Music on YouTube or choice of machine for audio and visual presentation
- Fabric from prior lessons, silk, wool, burlap, fake fur
- Sketchbooks and pencils or crayons

Procedure:

- Discuss how music makes everyone feel.
- Play Serge Prokofiev: Peter and the Wolf. Vancouver Symphony Orchestra.
- YouTube: <https://www.youtube.com/watch?v=MfM7Y9Pcdzw>

- If 30 minutes is too long for the class to watch this video, take a stretch break in the middle.
- Discuss the story and how the instruments portrayed the characters in the story.
- Draw the instruments and characters they represent on large drawing paper to display.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 12: Lesson 2

GRADE 3

Instrument Jam

Revealing Myself Through Design and Texture

OBJECTIVES

- To view a Third Grade Class Jam session on YouTube
- To teach a rhythmic pattern for the class to learn and use in their jam session
- To make a handmade instrument and use it to create a jam session
- To draw in sketchbooks

MATERIALS

Empty tissue boxes, rubber bands, toilet paper and paper towel tubes, wax paper, larger containers such as oatmeal boxes for drums, large pebbles or dry beans for maracas.

Preparation:

Watch YouTube video: www.youtube.com/watch?v=OrywxLJJGwde Minico's Denizens-Third Grade Instrument Jam 2010. Gather materials in advance such as empty tissue box, rubber bands, toilet paper and paper towel tubes, wax paper, larger containers such as oatmeal boxes for drums, large pebbles or dry beans for maracas.

Procedure:

- Have class watch YouTube video of diMinico's Denizens Third Grade Instrument Jam 2010.
- Working in pairs, have students gather materials to make one instrument for each student.
- Once instruments are made, have a class jam session.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 13: Lesson 1

GRADE 3

My Place in My Family Hand Print Wreaths

Seeing My Family Through Nature

OBJECTIVES

- To review conversations about you and your family
- To discuss student's place within the family – oldest, youngest, middle or only child
- To discuss the symbolism of a circle always continuing
- To discuss how child and family are like circles
- To make a Family Hand Print Wreath for each child to take home and show their families
- To draw in sketchbooks

MATERIALS

- 2 Large bowls (one at least 10 inches and one at least 8 inches in diameter)
- Ruler
- Tape
- Markers
- Glue
- Cardboard Circle (12 inches in diameter and 2 inches thick)
- Ribbon
- Scissors

- Colored cardstock
- Pencils
- Decorations for the hands (buttons, stickers, gems, pom-poms, etc.)

Procedure:

- Discuss the self and relation of self to family.
- Trace the larger bowl on the cardboard. Trace the smaller bowl in the center of the larger bowl. Cut out the larger circle and the center formed from the smaller circle. (see photos)
- Take a piece of cardstock and turn it so that the pattern is facing down. Using a pencil, trace your hand or have someone trace it for you. Cut out the handprint along the pencil lines. (see photos).
- Turn your handprint over and decorate it with ribbons, buttons, stickers, or anything else desired. The decorations might relate to aspects about student and their interests.
- Create handprints around central handprint to symbolize siblings, parents and close relatives that live with student (if desired). Once all of the handprints have been created, arrange them on the cardboard circle so that they are overlapping and pointing in different directions. Glue the handprints to the cardboard and press down so that they are secure. Allow the glue to dry.
- Cut a piece of ribbon six inches long, fold in half and glue both ends to the top center of the back of the wreath. This is where you will hang the wreath from.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 13: Lesson 2

GRADE 3

Family Hand Print Wreaths

Seeing My Family Through Nature

OBJECTIVES

- To review conversations about families
- To discuss how good friends are like family members
- To discuss the symbolism of a circle always continuing
- To discuss how families and good friends are like circles
- To make a Family Hand Print Wreath for each child to take home and show their families
- To draw in sketchbooks

MATERIALS:

- 2 Large bowls (one at least 10 inches and one at least 8 inches in diameter)
- Ruler
- Tape
- Markers
- Glue
- Cardboard Circle (12 inches in diameter and 2 inches thick)
- Ribbon
- Scissors

- Colored Cardstock
- Pencils
- Decorations for the hands (buttons, stickers, gems, pom-poms, etc.)

Procedure:

- Discuss families and their connections to circles.
- Trace the larger bowl on the cardboard. Trace the smaller bowl in the center of the larger bowl. Cut out the larger circle and the center formed from the smaller circle.
- Take a piece of cardstock and turn it so that the pattern is facing down. Using a pencil, trace your hand or have someone trace it for you. Cut out the handprint along the pencil lines. (see photos).
- Turn your handprint over and decorate it with ribbons, buttons, stickers, or anything else desired. The decorations might relate to family members.
- Once all of the handprints have been created, arrange them on the cardboard circle so that they are overlapping and pointing in different directions. Glue the handprints to the cardboard and press down so that they are secure. Allow the glue to dry.
- Cut a piece of ribbon six inches long, fold in half and glue both ends to the top center of the back of the wreath. This is where you will hang the wreath from.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 14: Lesson 1

GRADE 3

Animals and My Family

Expressing My Family Through Nature

OBJECTIVES

- To discuss pets the children may have
- To discuss animal families have seen in nature that are not pets
- To discuss how pets at home and animals in nature are different
- To discuss how different animals make us feel
- To discuss how animals have different qualities (previously mentioned in Week#11 Lesson#2)
- To create poems about animals whose qualities remind the students of their own family members.
- To write the poems on paper and illustrate with animal drawings for display
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Pencils and crayons
- Sketchbooks with pencils and crayons

Procedure:

- Discuss the pets that children have.
- Discuss animal families have seen in nature that are not pets.
- Discuss how pets at home and animals in nature are different.
- Discuss how different animals make us feel.
- Discuss how animals have different qualities (see above).
- Create poems about animals whose qualities remind the students of their own family members.
- Write the poems on paper and illustrate with animal drawings.
- Draw in sketchbooks.

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:



Week 14: Lesson 2

GRADE 3

Funny Names in Stories

Seeing My Family Through Nature

OBJECTIVES

- To discuss names and what they are used for
- To discuss names of family members
- To re-tell the story of Pinocchio
- To act out the story of Pinocchio
- To create a display of Pinocchio that several children work on.
- To draw in sketchbooks

MATERIALS

- Cardboard for base
- Small sticks, dried plants, fabric, buttons, yarn, paper
- Glue
- Sketchbooks and pencils or crayons

Procedure:

- Discuss names and what they are used for.
- Discuss names of family members.
- Read or re-tell the story of Pinocchio

- Create a display of Pinocchio
- Display and discuss projects.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 1

GRADE 3

Performed Puppet Play

Seeing My Family Through Nature

OBJECTIVES

- To discuss how puppets can represent members of a family
- To discuss Pinocchio the puppet's "family" of he and his father
- To discuss how in fairy tales puppets can be made human
- To make cloth puppets to represent Pinocchio and his father
- To make a puppet stage
- To present a puppet play to this class or a younger class
- To draw in sketchbooks

MATERIALS

- 12" by 12" pieces of fabric in different colors
- Markers in various colors
- Yarn for hair, ribbons and buttons for clothing
- Large cardboard to make a puppet stage
- Scissor for adult to cut out stage opening
- Paint or other materials to decorate puppet stage
- Sketchbooks with pencils or crayons

Procedure:

- Discuss how puppets can represent members of a family
- Discuss how puppets can tell a story about a family
- Use markers to create faces and clothing on fabric and glue on yarn for hair and ribbons and buttons for clothes
- To make a puppet stage to use to perform puppet plays
- To perform a puppet play created by the children using the story of Pinocchio to a younger class
- To draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 2

GRADE 3

My Family's Beach Story

Seeing My Family Through Nature

OBJECTIVES

- To create individual stories about trips to the beach
- To discuss the fun things to do at the beach
- To discuss what a family could do together at the beach
- To create a seascape beach picture in sand on cardboard
- To display, discuss projects, and tell the story of the trip to the beach
- To sketch in sketchbooks

MATERIALS

- Cardboard 11 ½" by 14"
- Colored sand
- White glue
- Paint or markers
- Writing paper and pencils
- Sketchbooks with pencils or crayons

Procedure:

- Discuss a trip to the beach, real or imagined.
- Discuss fun things to do at the beach. (Play with a beachball)
- Create a beach scene with sand and paint or markers on cardboard.
- Have each child write a short story about a family trip to the beach.
- Display and discuss projects.
- Sketch in sketchbooks

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 1

GRADE 3

Every Family Has a Story

Expressing My Family Through Color

STANDARDS

CCSS 3 RL 2, 3 W 3a,d, 5
VACS 3 2.1

OBJECTIVES

- To work in groups of four to tell a story of a place, time or feeling the children remember in their family
- To draw that memory
- To briefly write the story
- To act out the stories for the class
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons and markers
- Costume pieces for storytelling

Procedure:

- Working in groups of four, the children will discuss a place, time or feeling the children remember in their family. Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.
- Have the children draw the memory.
- Have children write a brief version of the story.
- Have the children act out the story for the class using costume pieces if they wish.
- Have the children draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 2

GRADE 3

Tangrams

Expressing My Family Through Color

STANDARDS

CCSS SL 3a, b, c, d

L 3 4, VACS 2.1, 3.3

OBJECTIVES

- To discuss tangrams
- To create a tangram of an animal in the family or another's family
- To draw in sketchbooks

MATERIALS

- Enlarge square from Teacher Supplement for each child
- Scissors
- Glue
- Drawing Paper
- Sketchbooks and pencils

Preparation:

Enlarge the square in the Teacher Supplement for the children to cut.

Procedure:

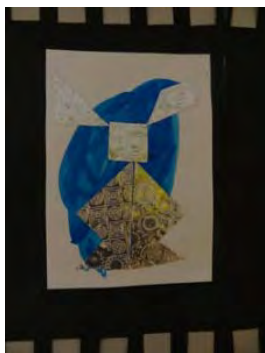
- Introduce the idea of tangrams. See the Teacher Supplement.
- Discuss animal pets the children have or know in other places.
- Show the children the samples of tangram animals in the Teacher Supplement.
- Have children create their own animal tangrams.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

A Tangram is a traditional Chinese puzzle made of a square divided into seven pieces (one parallelogram, one square and five triangles) that can be arranged to match particular designs.





Week 17: Lesson 1

GRADE 3

Up, Up in the Air

Expressing My Family Through Color

STANDARDS

CCSS 3 RL 2, 3, SL 1a,b,c,d

VACS 3 2.1

OBJECTIVES

- To discuss hot air balloons
- To show the children images of hot air balloons
- To play, sing or read lyrics to Up, Up and Away
- To tell a teacher created short story about a trip in a hot air balloon
- To create a drawing of a neighborhood as seen from above in a hot air balloon.
- To draw in sketchbooks

MATERIALS

- Access to computer for hot air balloon images and music for song
- Drawing Paper
- Crayons or markers
- Sketchbooks and pencils

Procedure:

- Discuss hot air balloons and show images to children.
- Listen to the music for the song, "Up, Up and Away," or read/sing the lyrics.
- Tell a teacher created story about a trip in a hot air balloon.
- Have each child create a drawing of a neighborhood as seen from above in a hot air balloon.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****Images of hot air balloons:**

<https://www.google.com/search?q=art+project+ideas&biw=864&bih=416&tbm=isch&tbid=u&source=univ&sa=X&sqi=2&pj=1>

How Hot Air Balloons Work:

<http://www.virginballoonflights.co.uk/ballooning-science.asp>

Youtube performance of Up, Up and Away

www.youtube.com/watch?v=5akEgsZSfhg

"Up, Up And Away" Lyrics

Wouldn't you like to ride in my beautiful balloon?
 Wouldn't you like to glide in my beautiful balloon?
 We could float among the stars together, you and I
 For we can fly

Up, up and away in my beautiful, my beautiful balloon

The world's a nicer place in my beautiful balloon
 It wears a nicer face in my beautiful balloon
 We can sing a song and sail along the silver sky
 For we can fly

Up, up and away in my beautiful, my beautiful balloon
Suspended under a twilight canopy
We'll search the clouds for a star to guide us on
If by some chance you find yourself loving me
We'll find a cloud to hide us, keep the moon beside us

Love is waiting there in my beautiful balloon
Way up in the air in my beautiful balloon
If you'll hold my hand we'll chase your dreams across the sky
For we can fly

Up, up and away in my beautiful, my beautiful balloon
Up and away, up, up and away, up, up and away



Week 17: Lesson 2

GRADE 3

My Family of Origami Cranes

Expressing My Family Through Color

OBJECTIVES

- To discuss origami
- To use drawing paper to create a sky scene
- To make an origami crane for each member of each child's family
- To glue origami cranes on sky scene
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Crayons
- Colorful origami paper
- Sketchbooks

Preparation:

View YouTube video in Teacher Supplement

Read Origami with Rachel Katz (See Teacher Supplement)

Procedure:

- Discuss the art of origami.
- Create sky scenes on drawing paper.
- Fold origami sky for every member of each family.
- Glue the cranes onto the scene in order of age or role in family.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Youtube segment with instructions for origami folding to create a crane:

<https://www.youtube.com/watch?v=Ux1ECrNDZl4>

This website has information about origami:

<http://www.origamiwithrachelkatz.com/origami/origami.php>



Week 18: Lesson 1

GRADE 3

Chinese Name Painting

Expressing My Family Through Color

OBJECTIVES

- To have children identify their family, last name or first name
- To have children print their family or last name on scrap paper
- To have children paint their family, last name or first name in color
- To have children decorate their names with markers
- To have children write
- To draw in sketchbooks

MATERIALS

- Painting paper cut to 7" by 21" or close
- Painting Boards
- Water in which to soak the paper
- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least ¾" in width
- Scrap paper
- Markers

- Crayons
- Sketchbooks

Background Information:

Asian name painting is an art that decorates letters of one's name with rainbow pictures, Hawaiian flowers, fish, birds, animals, exotic birds and dolphins. The idea is to illustrate the person's name with their gifts which may be similar to qualities of animals, flowers and other objects in nature. A youtube example is listed in the Teacher Supplement.

Procedure:

- To print last names on scrap paper
- To show examples of name paintings from Youtube or other sources and discuss how their gifts and talents can be represented by animals, flowers or other things in nature.
- To paint last, family or first names on painting paper to stretch across the entire paper
- When paint dries, decorate letters with signs of nature
- Draw in sketchbooks

Wrap up:

Have students clean-up using your routine

Notes/Feedback:**Teacher Supplement:**

www.youtube.com/watch?v=Ygey2FKOQeI



Week 18: Lesson 2

GRADE 3

Playlist About My Family!

Expressing My Family Through Color

STANDARDS

CCSS 3 L 4

OBJECTIVES!

- To create a Music Web Design for a recording about my family
- To develop a list of song titles (playlist) for the Website
- To draw in sketchbooks
- To draw in sketchbooks

MATERIALS

- Music website to use as a demonstration model
- Drawing paper
- Markers
- Pencils
- Sketchbooks

Procedure:

- Have each student examine a Music website.

- Discuss possible titles for the playlist and songs to be listed on the website.
- Have each student design their Music website page including playlist title and song titles
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 19: Lesson 1

GRADE 3

Things I Like to do with My Family!

Expressing My Family Through Color

STANDARDS

CCSS 3 RL 2, 3
VACS 3 2.1, 5.2

OBJECTIVES

- To discuss things the things each child likes to do with their family
- To have each child create a collage of the things each child likes to do with their families
- To display and discuss the collages
- To write a haiku poem about the things each child likes to do with their family
- To draw in sketchbooks

MATERIALS:

- Magazines with photos for collages
- Drawing Paper for collages
- Scissors
- Glue
- Sketchbooks and pencils

Procedure:

- Discuss the things each child likes to do with their family.
- Create a collage of things each child likes to do with their family.
- Display and discuss the collages.
- Write haikus about the things each child likes to do with their family.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.rookiemag.com/2012/03/collaging-for-beginners/>

How To Write a Haiku

<http://www.creative-writing-now.com/how-to-write-a-haiku.html>



Week 19: Lesson 2

GRADE 3

Natural Families

Revealing My Family Through Design and Texture

STANDARDS

CCSS 3 SL 1a,b,c,d L 4

VACS 3 2.1, 3.3, 4.1

OBJECTIVES

- To use forms found in nature to create a design representing a family
- To draw in sketchbooks

MATERIALS

- Forms from the Teacher Supplement
- Drawing paper
- Markers
- Sketchbooks and pencils

Procedure:

- Discuss the five forms of nature in the Teacher Supplement.
- Discuss how forms in nature can represent other things like their family.
- Have each child practice the forms on scrap paper.

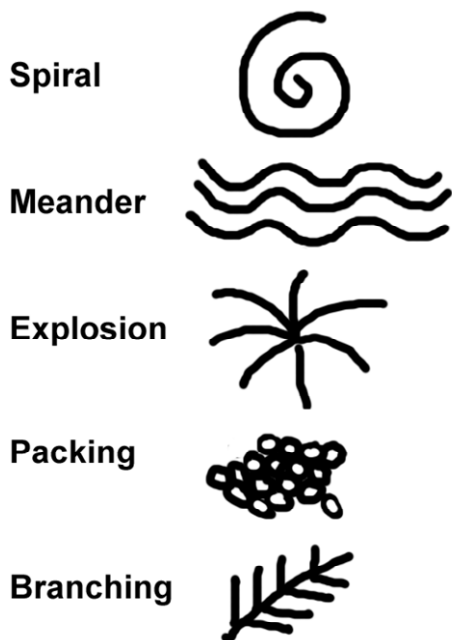
- When ready, they should create a design of nature forms to represent their family.
- Display and discuss the designs.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Anything in nature can be categorized into one or more of the Five Patterns in Nature. Spiral, Meander, Packing, Branching, and Explosion. (Examples: Spiral: a seashell, a spider web; Meander: a snake's trail through the sand, ripples in the water; Packing: honeycombs of a beehive, grains of sand; Branching: trees, veins on a leaf; Explosion: a sunflower, a snowflake.)





Week 20: Lesson 1

GRADE 3

Our Homes

Revealing My Family Through Design and Texture

STANDARDS

CCSS 3 1a,b,c,dL4

VACS 3 2.1, 2.5, 3.3, 4.2

OBJECTIVES

- To discuss different types of homes
- To create a clay or plasticene model of each child's home
- To put the models together to create a community
- To draw in sketchbooks

MATERIALS

- Clay or plasticene
- Clay boards to model on
- Large board to place homes together in community
- Youtube capability
- Sketchbooks and pencils

Procedure:

- Discuss different types of homes the children know about.
- Show the youtube video in the Teacher Supplement.
- Discuss the types of homes in their community and the ones in which they live.
- Have each student create a model of the home in which they live.
- Place each home on a large board in community adding other buildings, roads, etc.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Show this youtube video of homes around the world.

<https://www.youtube.com/watch?v=mVoLH7DLqal>



Week 20: Lesson 2

GRADE 3

Museum Visit

STANDARDS

CCSS 3 SL1,a,b,c

VACS 3 2.1, 3.1,3.2,3.3,3.4, 5.4

OBJECTIVES

- To visit the Oakland Museum or other museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

Wrap up:

Have children pick up all of their materials when leaving the museum.

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:

<http://arts.gov/art-works/2014/preparing-children-art-museums>



Week 21: Lesson 1

GRADE 3

My Favorite Family Place

Revealing My Family Through Design and Texture

STANDARDS

CCSS3 1a,b,c,d

VACS3 2.1

OBJECTIVES

- To discuss where their family loves to spend time
- To discuss crayon resist technique
- To create a crayon resist of a place their family loves to spend time
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Crayons
- Watercolor paint
- Color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Sketchbooks and pencils

Procedure:

- Discuss the favorite places for each child to spend time with their family.
- Ask each child to draw a crayon drawing of their favorite family place.
- Then, have each child paint over the crayon drawing using different paint colors for different emphasis.
- Display and discuss the resists.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 21: Lesson 2

GRADE 3

Autobiography of My Family and Me!

Revealing My Family Through Design and Texture

STANDARDS

CCSS 3 1a,b,c,d, RL 2,3

VACS 3 2.1, 4.2,4.3

OBJECTIVES

- Discuss the idea of autobiographies
- Discuss book jackets
- Have the children create an autobiographical book jacket collage
- Draw in sketchbooks

MATERIALS

- Large drawing paper
- Magazines
- Scissors
- Glue
- Markers
- Sketchbooks and pencils

Background Information:

An autobiography is an account of a person's life written by that person.

Procedure:

- Discuss what autobiographies are and what autobiographies the children have read.
- If possible, have some autobiographies available for the children to see.
- Discuss book jackets and what information they contain about the book and the author.
- Have each child create a book jacket of their own and of their family's autobiography using magazine cut-outs and other collage materials.
- When finished, display and discuss the book jackets.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about book jackets, check this website:

https://en.wikipedia.org/wiki/Dust_jacket



Week 22: Lesson 1

GRADE 3

A Postcard from Home

Seeing My Community Through Nature

STANDARDS

CCSS 3 SL 1,a,b,c,d, L 4

VACS 3 1.3,1.5,2.1,4.1,4.3

OBJECTIVES

- To look at postcards from anywhere in the world
- To state what can be learned about landscape and culture from the postcard
- To discuss The Rabbit Hunt included in the Teacher Supplement
- To create a postcard of nature in the child's community
- To draw in sketchbooks

MATERIALS

- Cardboard or poster board cut into large postcard size cards
- Markers or color pencils
- Sketchbooks

Procedure

- Discuss postcards and show images or real postcards to the class.

- What can you say about a place and its landscape and culture from its picture on a postcard?
- Discuss the painting of The Rabbit Hunt included in the Teacher Supplement. What can be said of the landscape and culture of this place?
- Create individual postcards including nature where the children live.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:



Rabbit Hunt by E. Martin Hennings



San Francisco Vintage Tourism Travel Art Postcard





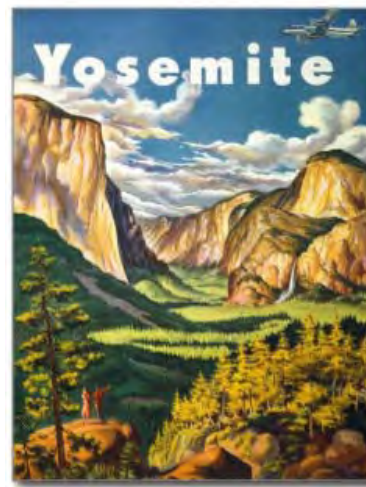
Vintage London Travel postcard



SPAIN Vintage Travel postcard



Italy Vintage Travel Tourism Postcard



Yosemite National Park Vintage Tourism Travel Ad Postcard



Mexico Vintage Travel Tourism Art Postcard



Ireland Vintage Tourism Travel Ad Postcard



Amsterdam Holland vintage travel tourism ad Postcard



Travel Thailand white elephant Postcard



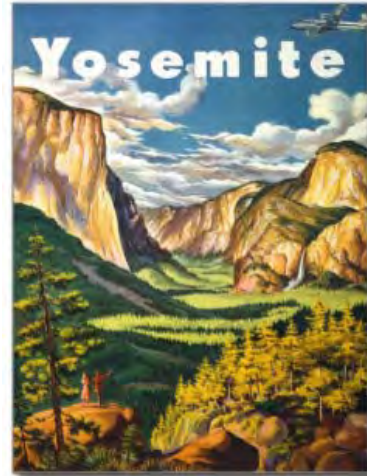
Vintage Travel Poster, Austria Postcard



Vintage Peru Travel Postcard



Vintage Travel Brazil Postcard



Yosemite Travel Art Postcard



Mexico vintage travel postcard



Jamaica Caribbean Vintage Tourism Travel Ad Postcard



Week 22: Lesson 2

GRADE 3

Bringing Nature Indoors

Seeing My Community Through Nature

STANDARDS

CCSS 3 SL 1,a,b,c, L4

VACS 3 2.1,4.3

OBJECTIVES

- Discuss what nature exists near the school
- Discuss how that spot of nature could be re-created indoors
- Create an indoor nature installation
- Discuss how it feels to bring nature indoors
- Write in prose or poetry how it feels to bring nature indoors
- Draw in sketchbooks

MATERIALS

- Outdoor branches and flowers and plants
- Paper and pencils
- Sketchbooks

Preparation:

Pre-clear a space in the room to re-create nature

Procedure:

- Discuss what signs of nature exist near the school.
- Discuss how this group might re-create that bit of nature in the classroom.
- Go outdoors, if possible, and collect, with permission, branches, flowers, plants and such to create an indoor nature installation.
- When completed, discuss how it feels to have nature indoors.
- Have each student write in prose or poetry how it feels to bring nature indoors.
- Draw in sketchbooks.

Wrap up:

After the installation is up for a while, have students clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 1

GRADE 3

The Colors of My Community

Expressing My Community Through Color

STANDARDS

CCSS 3 SL 1a,b,c,d

VACS 3 2.1,2.4

OBJECTIVES

- To have everyone close their eyes and see the colors of their community
- To discuss what colors did everyone see when they closed their eyes
- To use pastels to create a drawing of the colors of the community
- To discuss the drawings
- To draw in sketchbooks

MATERIALS

- Pastels
- Paper
- Sketchbooks and pencils

Procedure:

- Have everyone close their eyes and see the colors of the community.
- Discuss what colors everyone saw.

- Using pastels, create a drawing of the colors of the community.
- Discuss the drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 2

GRADE 3

Detailed Map of My Community

Expressing My Community Through Color

STANDARDS

CCSS 3 1a,b,c,d, L4

VACS 3.3, 4.2, 5.4

OBJECTIVES

- To discuss community and what it means
- To think of things in the community like parks, buildings, stores, roads, which should all be included in the final map
- To draw a large floor map of the community in small groups
- To have students write words on the map to name places, roads, and geographic direction (North, South, East, West)
- Draw in sketchbooks

MATERIALS

- Large drawing paper to create a map
- A printed map of the community for reference
- Crayons and markers
- Black board white board or easel paper
- Sketchbooks

Preparation:

Know the community around the school in order to help the children name the sights.

Procedure:

- Discuss community and what it means.
- List things in the community to put on map.
- In small groups, have the children draw a map of their community.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This powerpoint has information about map making with children

<ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Map%20making-%20with%20Children%20ppt.pdf>

This article has more information about map making

<http://eelink.net/eetap/info112.pdf>



Week 24: Lesson 1

GRADE 3

My Community of the Future

Revealing My Community Through Design and Texture

STANDARDS

CCSS 3 1,a,b,c,d L4

VACS 3 2.1,2.3, 2.4

OBJECTIVES

- To discuss how buildings look in our community
- To tell the children to imagine buildings in the future in different shapes
- To discuss working with clay or plasticine
- To model a futuristic building with unusual shape
- To position the buildings on a board to create community
- To draw in sketchbooks

MATERIALS

- Clay or plasticine with boards and wet cloths
- Sketchbooks with crayons or pencils

Preparation:

Discuss how you want the children to work with the clay on the clay board to prevent the clay from falling on the floor. Give the children small balls of clay with which to work. Explain how the wet cloth may be used to moisten the clay or to wipe up pieces that fall. Have the clay boards set up for the class with clay already in a ball on the board.

Procedure:

- Discuss how buildings look in the community.
- Imagine how buildings might look in the future—like a ball, like a tree, like the moon...
- Show the class the photos of futuristic buildings from the Teacher Supplement or other sources.
- Explain how you want the children to work with the clay
- Model a futuristic building with an unusual shape.
- Position the buildings on a board to create community and add trees and such for color and texture.
- Draw in sketchbooks

Wrap up:

Have children clean-up using your new clay/plasticine routine.

Notes/Feedback:**Teacher Supplement:**

The following are images of futuristic buildings already in existence for you to see or share with your class.

<http://www.weather.com/science/news/futuristic-buildings-around-world-photos>

<http://twistedifter.com/2012/05/25-incredible-concert-halls-around-the-world/>



Week 24: Lesson 2

GRADE 3

A Skyscape Silhouette of My Community

Revealing My Community Through Design and Texture

STANDARDS

CCSS 3 1,a,b,c,d L4

VACS 3 2.1,2.3, 2.4

OBJECTIVES

- To discuss silhouettes
- To discuss the outline of the community against the sky
- To create a silhouette of the community
- To draw in sketchbooks

MATERIALS

- Painting Paper
- Blue paint for sky
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the wet paper
- Sponges
- Black construction paper

- Scissors
- Pencils
- Sketchbooks

Procedure:

- Discuss silhouettes.
- Discuss what the outline of the community is against the sky. What is the imaginary line created by the tops of the buildings against the sky.
- Have children paint a background sky on the paper.
- Have children cut building shapes from the black paper.
- Have children glue the black building silhouettes on the painted paper.
- Draw in sketchbooks

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 25: Lesson 1

GRADE 3

Seeing Nature From Another Perspective

Seeing My World Through Nature

STANDARDS

CCSS 3 1,a,b,c,d,L 4

VACS 2.1, 2.3, 2.4

OBJECTIVES

- To discuss the term, “perspective”
- To show the class photos of nature as seen through a bug’s eye
- To discuss seeing nature through different perspectives
- To create drawings of nature through a bug’s eye
- To draw in sketchbooks

MATERIALS

- Photographs from Teacher Supplement, *American Grasslands: Prairie, Pasture, Crop, and Lawn*, Karen Kitchel, United States 1997
- Drawing Paper
- Color pencils or markers
- Sketchbooks

Background Information:

To discuss perspective, you may start from this definition: the appearance of things relative to one another as determined by their distance from the viewer. Note: it is too early to discuss one, two and three point perspective in drawing, but not too early to see it in the work of others and thinking of it in bugs might be fun.

Procedure:

- Discuss perspective.
- Discuss what height level crawling bugs see things.
- Have everyone look at the same object and then get on the floor and see it from a crawling bug's perspective.
- Have students look at photos from Teacher Supplement and guess what they are seeing and what bug might be seeing it.
- Have students choose one object in the room or outdoors, lay down and draw it from the bug's perspective.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**



Week 25: Lesson 2

GRADE 3

Nature from a Bird's Eye View

Seeing My World Through Nature

STANDARDS

CCSS 3 1,a,b,c,d,L 4

VACS 2.1, 2.3, 2.4

OBJECTIVES

- Review previous lesson from a bug's eye view
- Discuss how that is different from a bird's-eye view
- Have each child experience looking at something with a bird's-eye view
- Have each child draw something from a birds-eye view
- Discuss finished work
- Draw in sketchbooks

MATERIALS

- Photos from Teacher Supplement
- Drawing paper
- Colored pencils
- Sketchbooks

Background Information:

To discuss perspective, you may start from this definition: the appearance of things relative to one another as determined by their distance from the viewer. Note: it is too early to discuss one, two and three point perspective in drawing, but not too early to see it in the work of others and think of objects seen in a bird's-eye view.

Procedure:

- Review perspective from prior lesson.
- Discuss how in the prior lesson they drew from the perspective of a crawling bug. Ask how that might be different from a bird's-eye view.
- Have students look at photos of nature in a birds-eye view in the Teacher Supplement.
- Have students pick an object in the classroom or outdoors and draw it from a bird's-eye perspective.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****Photos from a bird's eye perspective:**

<http://www.boredpanda.com/birds-eye-view-aerial-photography/>

<http://www.duskyswondersite.com/nature/birds-eye-view-of-wonders/>

<http://www.instantshift.com/2010/10/20/100-examples-of-mind-blowing-birds-eye-view-photography/>

See Below

NUMI Curriculum: Art, 3^d Grade



Week 25: Lesson 2





Week 26: Lesson 1

GRADE 3

A Place of My Own in the World

Expressing My World Through Color

STANDARDS

CCSS 3 1,a,b,c,d

VACS 3 2.1, 2.3, 2.4

OBJECTIVES

- To discuss a place in the world, real or imagined, that a student would call their own
- To discuss what they see when they imagine the place
- To create a pastel drawing of their own place in the world
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Pastels for each student
- Sketchbook and pencils

Procedure:

- Discuss a place in the world, real or imagined, that a student would call their own.

- What would the student do there?
- Have each student create a colorful pastel drawing of their special place in the world.
- Display and discuss.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 26: Lesson 2

GRADE 3

The World is so full of Amazing Places!

Expressing My World Through Color

STANDARDS

CCSS 3 1a,b,c,d, L 4

VACS 3 2.1, 2.2

OBJECTIVES

- To discuss the many amazing places in the world
- To create small group murals of the beautiful places in the world
- To draw in sketchbooks

MATERIALS

- Books with photos of the world or printouts
- Large mural paper
- Bright color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Sketchbooks and pencils

Procedure:

- Discuss the many amazing and beautiful places in the world.
- Show photos or printouts of some of these places to the class.
- Breaking into small groups, have the children paint murals of places in the world.
- Display and discuss the places painted.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 27: Lesson 1

GRADE 3

Full Moon Silhouettes

Revealing My World Through Design and Texture

OBJECTIVES

- To discuss the idea of silhouettes and full moons they have seen
- To create trees with bent limbs
- To work with charcoal and paint
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Charcoal sticks
- Black tempera paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the paper
- Sponges
- Sketchbooks with pencils or crayons

Procedure:

- Discuss trees in the world and their limbs with bends and twists.

- Discuss silhouettes.
- Ask the children if they have seen a full moon and discuss how it looks and how it makes things look on Earth.
- Introduce work with charcoal and have the students create a circle shape of white full moon by blackening the rest of the paper. See sample in Teacher Supplement.
- Have students carefully paint a tree with bent limbs over the charcoal.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Definition of silhouette to help discussion with students

<http://dictionary.reference.com/browse/silhouette>





Week 27: Lesson 2

GRADE 3

Creating an Environment Poster

Revealing My World Through Design and Texture

STANDARDS

CCSS 3 SL 1a,b,c,d, L 4

VACS 3 2.1, 2.2

OBJECTIVES

- To discuss what it means to protect and conserve the environment
- To discuss what happens if the world's environment is not protected
- To create a poster for the protection of the environment
- To draw in sketchbooks

MATERIALS

- A copy of the painting, *Creaming of Arcadia* by Thomas Cole
- Poster size drawing paper
- Magazine photos of the environment
- Scissors
- Glue
- Markers

Background Information:

"Environmental conservation" is the broad term for anything that furthers the goal of making life more sustainable for the planet. Ultimately, people want to help the planet survive naturally and with no negative impact from the human race. Helping keep the planet safe and healthy is called "conservation."

Procedure:

- Discuss what it means to protect and conserve the environment of our world.
- Discuss what happens when the world's environment is not protected.
- Create individual posters for the protection of the environment including words or slogans.
- Display and discuss posters.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Dream of Arcadia was created by Thomas Cole around 1838

Dream of Arcadia by Thomas Cole, England, About 1838

Who Made It?

Thomas Cole was born in England (1801), the only boy in a family of seven children. His family moved to America in 1818, where his father started a wallpaper factory. At the age of 18, Cole was given a book on painting and fell in love with the medium: “This book was my companion day and night, nothing could separate us—my usual avocations were neglected—painting was all in all to me. I had made some proficiency in drawing, and had engraved a little in both wood and copper, but not until now had my passion for painting been thoroughly roused—my love for the art exceeded all love—my ambition grew, and in my imagination I pictured the glory of being a great painter.” Cole was a self-taught artist who eventually became a very successful landscape painter. He spent his childhood in an industrial area of England, and upon moving to America, fell in love with the landscape of Pennsylvania and Ohio, and later with the Hudson River valley. He was not content with being, as he said, “a mere leaf painter,” and felt the need to take the field of landscapes to a higher and more sophisticated realm. He sought to bring moral and religious meaning to his landscapes.

What Inspired It?

The theme of Thomas Cole’s *Dream of Arcadia* is man’s relationship to unspoiled nature. Cole felt that the American wilderness was beginning to disappear as a result of the industrialization of the nation. In this painting, Cole harks back to the land of Arcadia, a rustic, secluded area of ancient Greece. The people who lived in Arcadia led simple, happy lives, in harmony with nature. Cole creates an idyllic image of an unblemished landscape—one where people frolic in the trees, sheep roam the hillside, and children play in the gentle river. Cole was greatly inspired by the work of Claude Lorrain, a French landscape artist who painted roughly 200 years before him. “Claude, to me, is the greatest of all landscape painters,” said Cole. Cole used many of the same artistic devices that Claude used in his paintings, such as the luminous distance, the large trees in the foreground that frame the painting, and elements of architecture in the middle ground. Claude often emphasized the effects of light in his paintings—something Cole focused on as well in *Dream of Arcadia*.



Week 28: Lesson 1

GRADE 3

Andy Goldsworthy

Seeing Art History Through Nature

STANDARDS

CCSS 3 SL 1a,b,c,d L 4

VACS 3 2.1, 3.3, 4.1

OBJECTIVES

- To discuss Installation Art (See Teacher Supplement)
- To have children watch the Goldsworthy video
- To have children create an installation outdoors
- If an outdoor installation is not possible, create an installation site inside school
- To photography and display these
- Draw in sketchbooks

MATERIALS

- Assorted materials from nature, stones, leaves, sticks
- Youtube viewing capability
- Sketchbooks and pencils

Procedure:

- Discuss installation art with the children.
- Play the youtube video of Andy Goldsworthy (See Teacher Supplement).

- Have children create an outdoor installation piece. If not possible, have them create a piece indoors.
- Have a discussion about how their creation, how it is connected to nature and what will happen to the piece over time.
- Photograph the installation and display photographs in the classroom.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website contains information about installation art.

<http://dictionary.reference.com/browse/installation+art>

This youtube video called, "Rivers and Tides" has information from Andy Goldsworthy, an installation artist about his work.

https://www.youtube.com/watch?v=f7sZv4_0Fvg

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information about Andy Goldsworthy:

<http://greenmuseum.org/c/aen/Issues/goldsworthy.php>

For images of the work of Goldsworthy:

http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html



Photo: Andy Goldsworthy's 'Striding Arch on Benbrack Hill



Week 28: Lesson 2

GRADE 3

Henri Rousseau

Seeing Art History Through Nature

STANDARDS

CCSS 3 1a,b,c,d

VACS 3 2.1, 4.1, 5.4

OBJECTIVES

- To discuss the biography of Henri Rousseau
- To examine some paintings by Rousseau
- To discuss how Rousseau presented nature
- To create a Rousseau-like drawing
- To draw in sketchbooks

MATERIALS

- Copies of Rousseau paintings from Teacher Supplement
- Drawing paper
- Markers or crayons
- Sketchbooks

Procedure:

- Discuss the biography of Henri Rousseau. See the Teacher Supplement.

- Show some Rousseau paintings to the class.
- Discuss Rousseau's simple way of painting.
- Show children the Rousseau painting, *Surprised! Tiger in a Tropical Storm* (1891).
- Have each child create a drawing of an animal in a tropical storm similar to Rousseau's style.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

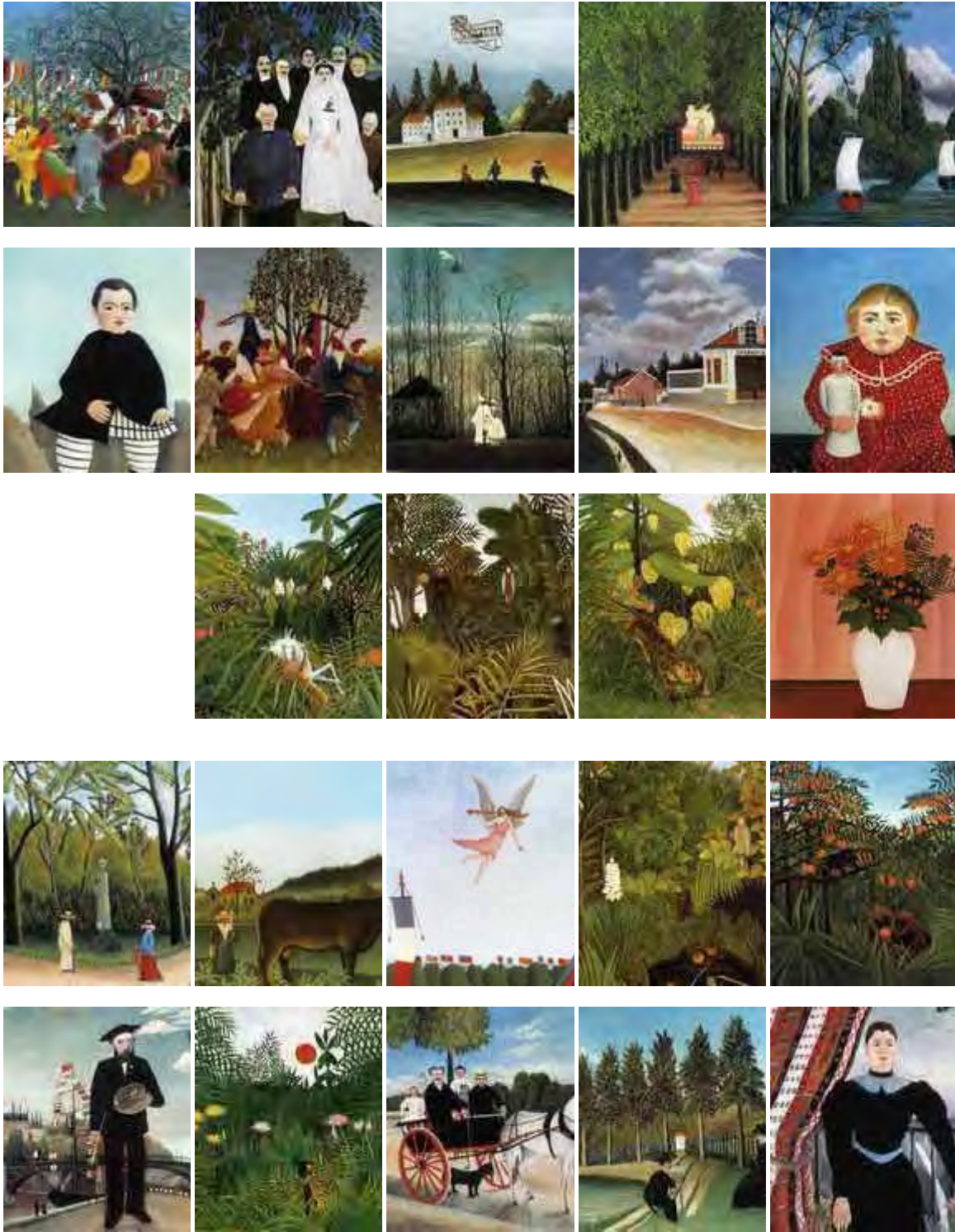
Notes/Feedback:**Teacher Supplement:**

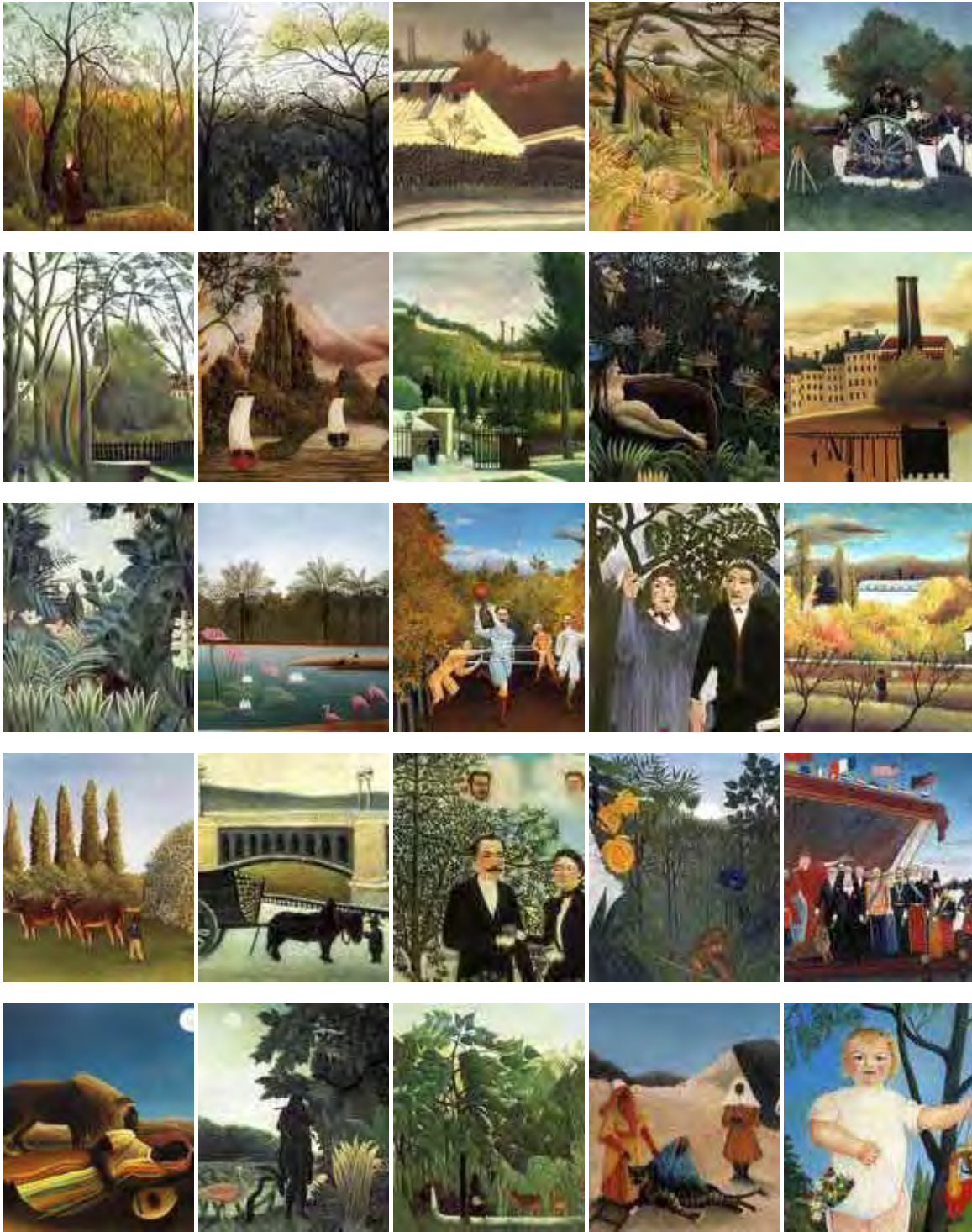
Biographical information about Rousseau

<http://www.theartstory.org/artist-rousseau-henri.htm>



Surprised! Tiger in a Tropical Storm (1891)









Week 29: Lesson 1

GRADE 3

Franz Marc and his Blue Horse

Expressing Art History Through Color

STANDARDS

CCSS 3 SL 1a,b,c,d

VACS 3 2.1, 2.2, 5.4

OBJECTIVES

- To discuss the biography of Franz Marc
- To discuss Marc's use of color
- To examine some of Marc's paintings See Teacher Supplement
- To paint a blue horse similar to Marc's
- To draw in sketchbooks

MATERIALS

- Copies of Marc's paintings from the Teacher Supplement
- Painting Paper
- Bright color tempera or watercolor paints including blue
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width

- Sketchbooks and pencils

Background Information:

Franz Marc gave meaning to the colors that were used in his pieces; blue was used to depict masculinity and a spiritual style; while yellow and lighter colors depicted femininity and joy. Red tones were often used to depict violence or some serious under toning in his work.

Procedure:

- Discuss the biography of Franz Marc.
- Discuss his use of color while examining copies of his work from the Teacher Supplement.
- Have each child create their own painted version of Marc's, *The Large Blue Horse*.
- Display the paintings and discuss.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information about Franz Marc:

<http://www.franzmarc.org/The-Large-Blue-Horse.jsp>

Masterpieces of Franz Marc

Fate of the Animals



The Red Horses



The Large Blue Horse



Week 29: Lesson 2

GRADE 3

Andy Warhol and Color

Expressing Art History Through Color

STANDARDS

CCSS 3 SL 1a,b,c,d

VACS 3 2.1, 2.2, 5.4

OBJECTIVES

- To discuss the biography of Andy Warhol
- To examine the color prints of Warhol
- To discuss block prints
- To show samples of block prints (See Teacher Supplement)
- To create a color print in the style of Warhol
- To display and discuss prints
- To draw in sketchbooks

MATERIALS

- Color print of Warhol inspiration from TEACHER SUPPLEMENT
- Color paint or ink
- Styrofoam meat trays
- Pencils

- Soft rubber brayers(printing rollers that can be found at art supply stores)or small paint rollers
- Old cookie tray or plexiglass to roll the ink out on
- Paper on which to print
- Sketchbooks

Background Information:

If materials money is available, you may substitute linoleum block printing for Styrofoam tray printing. Linoleum block print materials are available at art stores or online.

Procedure:

- Discuss the biography of Andy Warhol. See Teacher Supplement.
- Examine the color prints of Warhol.
- Create a color print using Warhols' inspiration.
- Discuss block printing.
- Show samples of block prints to the class.
- Have children think of a print design that would remind them of Warhol.
- Cut the edges off the Styrofoam trays to make them flat.
- With pencils draw the design in the Styrofoam cutting the material but not all the way through.
- Roll paint over the Styrofoam design.
- Place the paper over the painted design carefully and peel off revealing the block print design.
- Display and discuss the prints.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

For biographical information about Andy Warhol, see <http://www.biography.com/people/andy-warhol-9523875>





Week 30: Lesson 1

GRADE 3

African Masks

Revealing Art History Through Design and Texture

STANDARDS

CCSS 3 SL 1a,b,c,d, L 4

VACS 3 2.1, 2.2, 5.4

OBJECTIVES

- To discuss African masks as an art form and use
- To create individual art masks in contrasting colors
- To draw in sketchbooks

MATERIALS

- Two sheets of drawing paper in contrasting colors for each student
- Pencils
- Scissors
- Glue
- Sketchbooks

Background Information:

- African masks are generally made to be used. This African art is usually made to be used in various ceremonies and social events such as weddings and funerals.
- Masks usually have a spiritual meaning or connection.
- The artists who create masks are given a special status.
- The mask-making skill and knowledge of the spiritual meanings held by masks are passed down from father to son.
- Masks are usually designed to appear human or animal or a combination of the two.
- Masks are often decorated with such things as animal hair or straw (for hair and beards), animal horns, animal teeth, feathers, and sea shells.
- Not everyone in a tribe has the honor of wearing a mask; it is usually only a select few in the tribe. Often only men and sometimes only elders are given this honor.
- It is generally believed that the individual who wears the mask transforms into a spirit. This transformation usually takes place during some type of ritual. This can allow for communication between humans and spirits.
- African masks often represent the cultural values of the tribe. For example, in Gabon, large mouths and chins represent strength and authority.
- Masks are usually made out of wood. Other materials that are used include metals (especially bronze and copper), light stone, fabric, and pottery.
- Often masks are painted.

Procedure:

- Discuss African masks with the class. Information is available in the lesson and the websites cited in the Teacher Supplement.
- Have each student choose two sheets of paper in contrasting colors.
- Each student should choose a shape for their mask from the samples in the Teacher Supplement.
- Each half of the mask is a different color with the contrasting color paper used for facial and design features.
- When finished, display and discuss the masks.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

For information about texture in art:

http://www.slideshare.net/dolorscubi/textures-12024333?next_slideshow=1

For information about African masks:

<http://www.contemporary-african-art.com/african-masks.html#sthash.CGbN2LzT.dpbs>

<http://www.traceycampbellpearson.com/pdf/AfricanMask.pdf>

<http://interesting-africa-facts.com/African-Art/African-Masks-Information.html>



African Masks symmetry paper



Week 30: Lesson 2

GRADE 3

Henri Matisse's Paper Cut-outs

Revealing Art History Through Design and Texture

STANDARDS

CCSS 3 SL 1a,b,c,d, L 4

VACS 3 2.1,2.2, 5.4

OBJECTIVES

- To tell biography of Henri Matisse
- To explain Fauvism
- To show work of Matisse
- To create paper cut-outs in the style of Matisse
- To draw in sketchbooks

MATERIALS

- Color Paper
- Drawing Paper on which to glue color paper
- Scissors
- Glue
- Sketchbooks and pencils

Preparation:

Read biographical information on Matisse. (See Teacher Supplement)

Procedure:

- Tell biography of Matisse.
- Explain Fauvism.
- Explain his paper cut-outs.
- Show students a sample of Matisse paintings and paper cut-outs.
- Allow students to create paper cut-outs in the style of Matisse.
- Display and discuss the finished works.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information about Matisse:

http://www.ducksters.com/biography/artists/henri_matisse.php

An explanation of Fauvism:

http://www.metmuseum.org/toah/hd/fauv/hd_fauv.htm

For examples of cut-outs:

http://www.henri-matisse.net/cut_outs.html

For a powerpoint presentation on Matisse:

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[www.mooreschools.com/.../3rd_Grade_ART_HIS.](http://www.mooreschools.com/.../3rd_Grade_ART_HIS)



The Green Line (Portrait of Madame Matisse)

1905



The Red Room (Harmony in Red)

1908



Open Window at Collioure

1905



Still Life with a Blue Tablecloth

1909



Woman with a Hat (Madame Matisse)

Private Collection

81 x 65 cm.

1905



The Goldfish

1910

