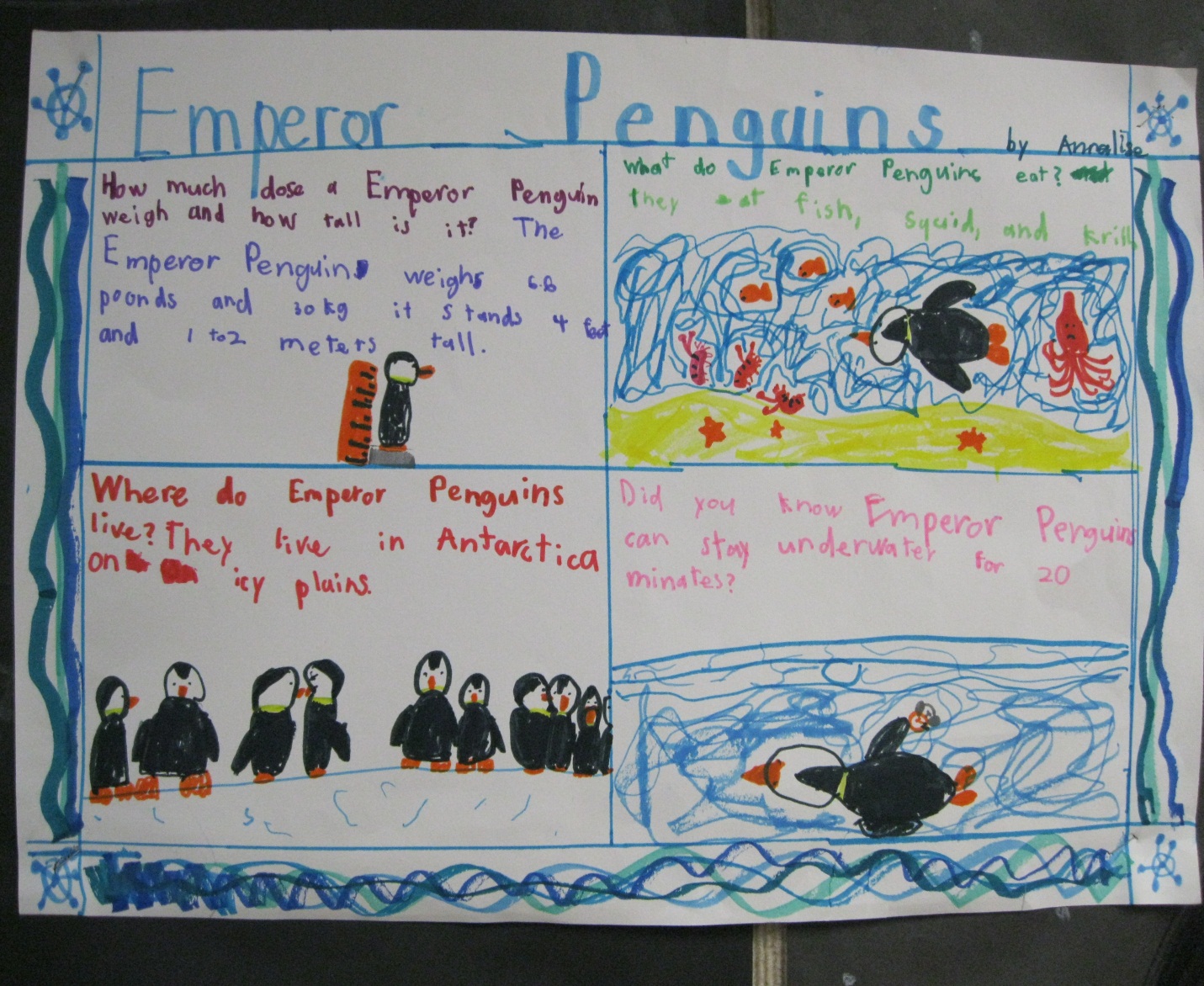
**BPS Elementary Art Curriculum**

Title



Art Standards: 4.1.5 Know how different visual art materials, techniques, and processes are used to communicate ideas, experiences and stories.

4.3.1 Understand how a varitet of subjects, themes, symbols and ideas are incorporated in a selection of works of art

Picture

Content Connections: 3.W.2.a Informative Writing

Reading: Students will write an informative text with topic of penguins.

Materials: Butcher paper, construction paper, crayons, markers, sharpies, rulers, yardsticks

|  |  |
| --- | --- |
| **Art Elements** | **Art Principles** |
| \_X\_Line | \_\_Pattern |
| \_X\_Shape/Form | \_\_Rhythm/movement |
| \_X\_Color | \_X\_Proportion/Scale |
| \_\_Value | X\_\_Balance |
| \_\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

Grade: 3

Time: 2 hours

Lesson :1. Students read Penguin Chick in Scott Foresman.

2. Student research with Pebble go, choose type of penguin.

3. Drawing actual dimensions of life-size penguin, and reporting and drawing penguin facts.

4. Add color and depth to drawings.

5. Publish for audience.

Preparation: Researching penguins, Pebble Go, RAN charts, getting art materials ready to go.

Vocabulary: line, shape/form, color, proportion/scale, balance

Nderstands the line, shape, color, proportiona

I Cans: I can draw lines and shapes that have depth, length and width. I can use proportion and balance to make penguins life-size according to their dimensions. Use symmetry to make them pleasing to the eye.

Teacher Background Knowledge:

Teacher understands line, shape/form, color, proportion/scale and balance.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?) |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |