

**New Paltz Central School District
ART
Third Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE
<p><u>Pinch Pottery</u></p> <ul style="list-style-type: none"> • How can I create a vessel out of clay? • Where can I find clay in nature? 	<ul style="list-style-type: none"> • Students will manipulate a ball of clay into a vessel using the pinch method. • Painting surface with pearlescent paint. 	<ul style="list-style-type: none"> • Story about a Native American child who created a drinking cup while playing with clay in a streambed. • Story telling humanizes content, creates meaning, and engages students' imaginations.
<p><u>Japanese Brush Painting/Calligraphy</u></p> <ul style="list-style-type: none"> • How have pictographs evolved into a complex language? • How can I paint subjects connected with nature using the utmost simplicity? <p><u>Japanese Contemplation Gardens – Zen (Ryoanji Gyotaku)</u> (fish prints)</p>	<ul style="list-style-type: none"> • How to hold the bamboo brush. • How to make shading. • How to create movement and energy in a brush stroke. • How to read brush marks. • Paint subjects from nature on rice paper. • “Splash ink” technique. 	<ul style="list-style-type: none"> • Techniques by T. Mikami • Story about a Japanese girl who made ink for her grandfather who was a master calligrapher. • Examples of art from our sister city, Osa. • Cultural arts: Motoko performance and workshop. • Japanese music. • Zen meditation. • Use of nothingness as a positive element suggests rather than states.

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<p>3 Dimensional Design</p> <ul style="list-style-type: none"> • How can I break the 2-dimensional plain? • How can I create/construct an interesting asymmetrically balanced sculpture? • Why would it be important for the sculptor to consider the way surfaces reflect light and create shadows? 	<ul style="list-style-type: none"> • Students will work conceptually and explore organic shapes and geometric shapes and create original compound shapes. • Draw shape 8 times, each time drawing same shape larger. • Cutting shapes out of paper. • Construct a sculpture <ul style="list-style-type: none"> ○ arrange and rearrange ○ manipulate ○ design ○ imagine ○ plan and transform 	<ul style="list-style-type: none"> • Story about a 2 dimensional drawing of shapes that wanted to get noticed so they jumped off the paper and cooperatively arranged themselves into an interesting sculpture with dynamic use of positive and negative space and got noticed! • Slide show – sculptures from Storm King. • Field trip.
<p>Wire Sculpture</p> <ul style="list-style-type: none"> • What is the difference between sculpture in the round and relief sculpture? • What is the difference between 20 and 16 gauge wire? • What is your armature? 	<ul style="list-style-type: none"> • Students will create a human action figure by manipulating brass wire. • Creative problem solving for attaching wire. • Students will create a free form sculpture using many types of wire and found objects. • France – Eiffel Tower inspirations in wire and mesh 	<ul style="list-style-type: none"> • Alberto Giacometti (1901 – 1966) – Swiss sculptor and painter. • Calder’s Circus story. • Armature created while looking at a life size plastic skeleton. • Gesture drawings. • Human proportions.

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<p><u>Aboriginal Dream Paintings</u></p> <ul style="list-style-type: none"> • Who are the Aboriginal people of Australia? • What is unique about the style of painting in the dream paintings? 	<ul style="list-style-type: none"> • Understanding behind the meaning of Aboriginal dream painting. • Painting in the Aboriginal Style. • Color, line, texture, repetition, dots, and rhythm. 	<ul style="list-style-type: none"> • Video about Aboriginal People. • Series of prints. • Aboriginal people believe that they originated from a spiritual force from land and sea. • Art is part of daily life and is performed as a spiritual ceremony. • Animal adaptation.
<p><u>Nigeria – Brass Masks</u></p> <ul style="list-style-type: none"> • How did the King of Benin (12th century – 1897) use works of art to project an image of power, authority, and divinity to the people of Benin? • Why were the Ife artists interested in creating sculpture that looked like living people? • Why did Benin masks also feature animals? 	<ul style="list-style-type: none"> • Students will examine brass plaques from the African Kingdom of Benin and plaques of Ife (Eefay). • Students will create a self-portrait out of instant paper mache and paint it with metallic gold to simulate the look of brass masks of Nigeria. 	<ul style="list-style-type: none"> • Royal art of Benin. <ul style="list-style-type: none"> ○ Art of the Ife. • Facial anatomy. • Students will learn how royal power was communicated in society without written records.

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<p>Stained Glass Windows (Art of England)</p> <ul style="list-style-type: none"> • What do stain glass windows need to reveal their beauty? • What stories do the stain glass windows of Medieval cathedrals tell? • What is glass made of? 	<ul style="list-style-type: none"> • Create window design on paper based on nature or astronomy (science connection). • Students will place a mylar film over drawing and trace. • Paint with acrylic. 	<ul style="list-style-type: none"> • Story: Celestial Light by Gallagher. • 25 slides – Medieval – modern. • Books: Stained glass window patterns. • Demo – real stained glass. • Glass cutter. • Cam.
<p>Pressed Leaf Pottery</p> <ul style="list-style-type: none"> • What is greenware/stoneware? • How can I create an impression of a leaf? 	<ul style="list-style-type: none"> • Collect leaves. • Classify type of leaf-tree. • Facts about trees. • Slab method (rolling clay). • Cutting clay using clay tools. • Creating impression with leaf. • Staining clay with different colors blending • Manipulating the clay to form a shallow dish or fallen leaf. 	<ul style="list-style-type: none"> • Art and nature. • Examples of work by Andy Godsworth. • Story of a leaf fossil.

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<p><u>Matisse Cutouts</u></p> <ul style="list-style-type: none"> • “By cutting into a colored paper with scissor,” he said, “instead of drawing an outline and filling it with color...I am drawing directly in color.” What do you think Matisse meant by this statement? 	<ul style="list-style-type: none"> • Cut shapes inspired by Matisse cutouts. • Create a design by cutting and gluing colored paper. • Use scraps from the compound shape of the 3D paper project and use them in collage. 	<ul style="list-style-type: none"> • His early paintings were dark. • Later his paintings became brighter and influenced by impressionism. • Experimented with optical effects like pointillism. • Inspired by Van Gogh’s and Gauguin’s use of bright colors (Fauve period). • Painted the human figure using flat color. • Became famous for his use of brilliant color and decorative pattern. • Created cutouts at the end of his life from his bed.