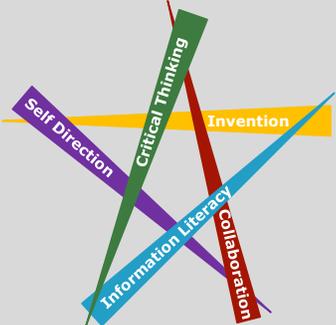


**Curriculum Development Course at a Glance  
Planning For 3<sup>rd</sup> Grade Visual Arts**

Content Area	Visual Arts	Grade Level	3 <sup>rd</sup> Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to <b>Comprehend</b>	1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent	VA09-GR.3-S.1-GLE.1	
	2. Art has intent and purpose	VA09-GR.3-S.1-GLE.2	
2. Envision and Critique to <b>Reflect</b>	1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others	VA09-GR.3-S.2-GLE.1	
	2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design	VA09-GR.3-S.2-GLE.1	
3. Invent and Discover to <b>Create</b>	1. Use basic media to express ideas through the art-making process	VA09-GR.3-S.3-GLE.1	
	2. Demonstrate basic studio skills	VA09-GR.3-S.3-GLE.2	
4. Relate and Connect to <b>Transfer</b>	1. Works of art connect individual ideas to make meaning	VA09-GR.3-S.4-GLE.1	
	2. Historical and cultural ideas are evident in works of art	VA09-GR.3-S.4-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**



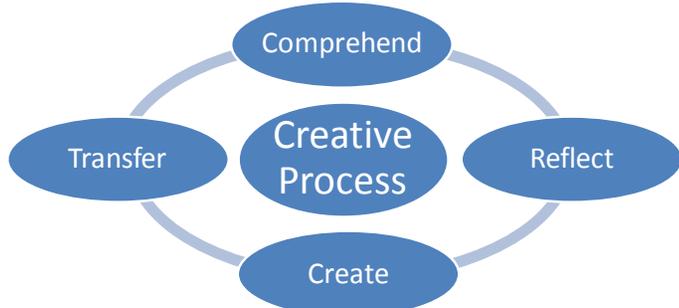
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Architecture	Instructor Choice	Instructor Choice
Containers	Instructor Choice	Instructor Choice

**Curriculum Development Overview**  
**Unit Planning for 3<sup>rd</sup> Grade Visual Arts**

Unit Title	Architecture		Length of Unit	Instructor Choice
Focusing Lens(es)	Influence	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.3-S.1-GLE.1, VA09-GR.3-S.1-GLE.2 VA09-GR.3-S.2-GLE.1, VA09-GR.3-S.2-GLE.2 VA09-GR.3-S.3-GLE.1, VA09-GR.3-S.3-GLE.2 VA09-GR.3-S.4-GLE.1, VA09-GR.3-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> <li>• How does architecture influence the human experience? (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• How does the human experience influence architecture?</li> <li>• How does the environment influence architecture?</li> </ul>			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Proportion, Composition, Materials, Order/Form, Expressive Features and Characteristics, Environment, Architecture, Repetition, Function, Design, Space, Balance, Aesthetics			

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
Expressive features, such as space, line, and shape produce form. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	How can different forms be produced using space, line and shape?	How is the repetition of form used in architecture?
Function needs of space (such as a building) often dictates the design and form of a space .(VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	What are the functions of architecture?	How is the form influenced by the function of the building?
Architecture derives from a balance of safety, practicality, aesthetics and the environment in order to create a positive human experience. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	What safety features are necessary in different types of buildings? How does the environment influence architecture?	What makes a building aesthetically pleasing? Does it matter if a building is aesthetically pleasing?

**Curriculum Development Overview  
Unit Planning for 3<sup>rd</sup> Grade Visual Arts**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The basic functions of architecture and how they relate to the human experience (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• Examples of ways the environment influences the materials, function and aesthetics of architecture (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• The expressive features of architecture such as line, balance, form, and use of space VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate 3d and 2d media skills using a variety of materials, media and processes. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> <li>• Build or design a sculpture that is structurally sound. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> <li>• Compare and contrast different types of buildings. (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• Build three-dimensional geometric forms. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Architecture is influenced by shape and form as well as functional needs and aesthetic preferences.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Proportion, composition, materials, environment, architecture, repetition, line, balance</p>
<p><b>Technical Vocabulary:</b></p>	<p>Order/Form, expressive features and characteristics</p>

**Curriculum Development Overview  
Unit Planning for 3<sup>rd</sup> Grade Visual Arts**

<b>Unit Title</b>	Containers		<b>Length of Unit</b>	Instructor Choice
<b>Focusing Lens(es)</b>	Origins	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	VA09-GR.3-S.1-GLE.1, VA09-GR.3-S.1-GLE.2 VA09-GR.3-S.2-GLE.1 VA09-GR.3-S.3-GLE.1, VA09-GR.3-S.3-GLE.2 VA09-GR.3-S.4-GLE.1, VA09-GR.3-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• In ancient times, how would you carry water? (Expand on the concept and the use of “container” throughout history, the present, and in the possible future.) (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• What can art teach us about the past?</li> <li>• What does it mean that history repeats itself?</li> <li>• How can cultures and communities be identified through their art?</li> <li>• How can a functional container be a work of art?</li> </ul>			
<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer			
<b>Concepts</b>	Structure and Function, Aesthetics, Design, Expressive features, Culture, Human experience, Invention, Time, Environment, Container, Change			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The design, structure, function, and aesthetics of objects change over time in response to the evolving human experience (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	How have containers changed over time? ( i.e. use, materials and designs)	Why do containers change over time?
Materials and environment influence design, structure, function and aesthetics (VA09-GR.3-S.1-GLE.1,.2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	What materials have people used to make containers throughout time?	How do the accessible materials affect the design of a container?
Evolving human experience and culture inspire invention and change in design (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	What aspects of the human experience have changed over time?	How has the human experience changed the concept of “container”? How have containers changed the human experience? How do people reuse containers?

**Curriculum Development Overview  
Unit Planning for 3<sup>rd</sup> Grade Visual Arts**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Ways in which the function and purpose of a container change over time (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1.2)</li> <li>• Examples of materials used to create containers and ways function influences the design (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• Examples of expressive features and characteristics of design that can be used to describe and discuss historical ideas (VA09-GR.3-S.4-GLE.1,2)</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic media to express ideas through the art-making process (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> <li>• Create an innovative design for the familiar idea of “container” (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> <li>• Demonstrate the ability to experiment with traditional and contemporary media (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> <li>• Create two- and three-dimensional works of art (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>The design and use of containers will give artists information about cultures from the past, present, and future.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Design, Structure, Function Structure and Function, Culture, Human experience, Invention, Time, Environment, Change, Two-and three dimensional, Innovation, Contemporary</p>
<p><b>Technical Vocabulary:</b></p>	<p>Expressive features and characteristics, aesthetics, media</p>