

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

Visual Art – Grade 3

Cycle 1	38 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 1: Introduction to Art</u> In this unit students will get an overview of the art room as well as prepare for the year ahead. Students will learn and practice art classroom guidelines, safety procedures, and the proper use of materials, including books. Students will create a personal sketchbook and understand the importance of keeping their ideas, either pictures or words, in a journal. They will focus on inventing images from observation and from imagination using lines, shapes, patterns, and colors. They will identify lines, shapes, and colors in art and in natural and human-made environments. Students will learn that every work of art has three parts: subject, composition, and content. Students will visit and learn about the museum and its rules. Lastly, students creatively express their ideas in personal artworks while developing manipulative skills through creative expression.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Oct. 18</p> <p><i>Labor Day</i> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9, (students only)</p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</p>	<p>ART.3.1A Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>ART.3.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>ART.3.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>ART.3.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>ART.3.2B Create compositions using the elements of art and principles of design.</p> <p>ART.3.2C Demonstrate craftsmanship using a variety of media in the production of two and three-dimensional artworks.</p> <p>ART.3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>ART.3.3C Connect art to career opportunities for positions, such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers.</p> <p>ART.3.3D Investigate the connections of visual art concepts to other disciplines.</p> <p>ART.3.4A Evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p>ART.3.4B Use methods, such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p> <p>ART.3.4C Compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self-assessment or exhibition.</p>	

GLOBAL GRADUATE



PS - State Process Standard

R - State Readiness Standard

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AR - Aligned to Upcoming State Readiness Standard

S - State Supporting Standard

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Updated: August 1, 2019

Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 2019	
	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Cultural Arts</p> <p>In this unit students will explore cultural art. It is important for an understanding of various traditions and materials used all over the world. It also builds a foundation of tolerance for others. Cultures of focus: Native American, Early American, Hispanic/Latino, African, and Asian/Asian Pacific.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing: Oct. 21 – Dec. 19</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p>ART.3.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>ART.3.2A Integrate ideas drawn from life experiences to create original works of art.</p> <p>ART.3.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>ART.3.2C Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms, such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.</p> <p>ART.3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>ART.3.3B Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures.</p> <p>ART.3.3C Connect art to career opportunities for positions, such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers.</p>

Cycle 3	49 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 3: Mixed Media</u> In this unit students will learn the importance of mixed media art and the artists that create it. Students will explore various techniques to tell a story through media art by using themes, colors, and a cohesive thought process. Areas of mixed media include collage, mosaic, recycled art, and sculpture.</p>	<p>10 45-minute lessons</p> <p>Suggested Pacing: Jan. 6 – Mar. 13</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p>	<p>ART.3.1A Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>ART.3.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>ART.3.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>ART.3.2B Create compositions using the elements of art and principles of design.</p> <p>ART.3.2C Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms, such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.</p> <p>ART.3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>ART.3.3D Investigate the connections of visual art concepts to other disciplines.</p>	

Cycle 4	47 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 4: <u>Imagination Station</u> In this unit students will use their imaginations to create art as well as view art in a surreal style. Students will also create art of clay and paper, focusing on 3-D construction. Investigate Surrealism and dreams through art. Students participate in an investigation of creating 3-D imaginary figures out of clay. Students will learn to use proper technique and vocabulary when working with clay. Students will use paper construction to explore 3-D artwork. Students will look at their work and form opinions on growth and successes.</p>	<p>10 45-minute lessons</p> <p>Suggested Pacing: Mar. 23 – May 29</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p> <p><i>Memorial Day</i> May 25</p>	<p>ART.3.1A Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>ART.3.1B Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>ART.3.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art.</p> <p>ART.3.2C Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms, such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.</p> <p>ART.3.3A Identify simple main ideas expressed in artworks from various times and places.</p> <p>ART.3.3C Connect art to career opportunities for positions, such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers.</p> <p>ART.3.4A Evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.</p> <p>ART.3.4B Use methods, such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p>	