

3rd Grade

Visual and Performing Arts: Visual Arts Content Standards.

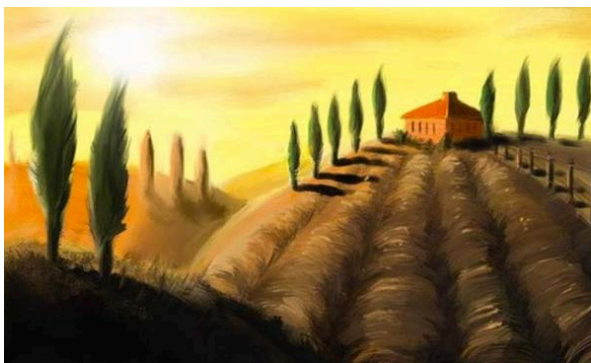
ARTISTIC PERCEPTION

At the third grade level, children will continue to work on their ability to process, analyze and respond to sensory information through the language and skills unique to the visual arts.

Students perceive and respond to works of art, objects in nature, events, and the environment. They will use the vocabulary of the visual arts to express their observations. In developing their perceptual skills, they will learn to identify and describe how foreground, middle ground, and background are used to create illusion of space.

Ideas for what to do:

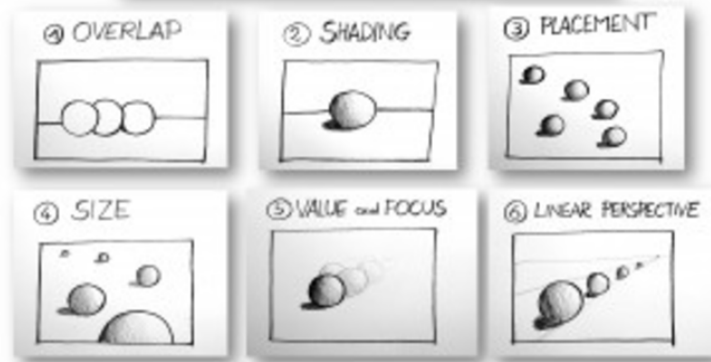
Begin by asking the class if they know what the difference is between background, middle ground and foreground. Find pictures that have all three properties and show them to the class.



Begin with the first picture and ask the class to tell you what is in the middle ground (the house). Ask them to explain why it is in the middle ground. Then ask what is in the foreground (the two trees on the left), and what is in the background (the very last, yellow hill or the sun and sky).

Next show the class some pointers on how to create the illusion of space. You can find many different illustrations for this online, but one such explanation is below:

SIX WAYS TO CREATE THE ILLUSION OF SPACE



Discuss how the placement of the objects, the way the object is shaded, the size of the objects, and the colors, all create an illusion of space. Ask the class which examples are the best representations of fore, middle and background pictures. Have the students practice with drawing simple circles, playing with the placement of circles, the size in relation to other circles, the shading, etc.

CREATIVE EXPRESSION

At the third grade level, students apply artistic processes and skills, using a variety of media to communicate meaning and intent in a original works of arts. The will demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

Students will learn to draw landscapes, seascapes, or cityscapes that shows the illusion of space, and create works of art based on the observation of objects and scenes in daily life, emphasizing value changes.

Ideas for what to do:

This project will be an extension of the previous project, in that it extends the work that the students did with the illusion of space, and their understanding of foreground, middle ground, and back ground.

Show the class some examples of children's drawing and works of art that show spatial perspective, and look together to identify the foreground, middle ground, and background.





With the page that showed the ways of creating the illusion of space displayed, now have the students start to plan their own drawings, thinking about what will be in the background, middle ground and foreground, and how they will create that illusion. Have the students draw their pictures, being sure that their questions are answered as they figure this out. They can begin by drawing with pencil, to get an idea if the size and placements of their objects make sense. They should then color in their pictures with their crayons, trying to remember to think about shading.

When the pictures are complete, have the children discuss in groups whether they can tell what is in the fore, middle and back ground of each picture.

AESTHETIC VALUING

Children at the third grade level will continue to work on skills from the earlier grades in responding to, analyzing, assessing, making meaning and judgments of the art that they see around them, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Children will learn to identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

Ideas for what to do:

This lesson will once again tie to the previous lesson, though it can be done with any works of art that the students have created.



Select one perspective drawing to use as an example, such as the one to the left. Begin by asking the class to identify the foreground, middle ground and background.

Next ask them to explain how they know that something is behind something else, and to give some examples from the drawing that successfully create the illusion of depth. The trees in the foreground, at the very edges at the bottom of the picture are a bit bigger than the trees in the middle ground, and background. What else do they see?

Also ask them to identify aspects of the drawing that are less successful. For instance, could the orange house in the middle ground be a bit smaller than the houses in the foreground, in order to make it appear that it is further away?

Now have the children look at their own piece of art that they created above, and have them discuss with a partner what they think was successful in the drawing, and what they feel that they could improve. Have them look for very specific items, not just saying it's all amazing or it's all bad. They should have specific examples that they can share with their partner, and then the class.

While children are often shy about sharing their art, this is a practice that is important for their ability to be reflective and analytic, and it also gives them practice voicing an opinion in a respectful way, which is something that has to be modeled and reinforced.