

## Content Outline for Arts Integration Visual Art and Theatre – Grade 3

Target Skills/Concepts	Language Arts Target Skills	Visual Art/Theatre Handbook 3-6 Art Prints	Visual Art/Theatre Handbook 3-6 Theatre Activities	Additional Interdisciplinary Connections
<b>QUARTER 1</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Shape-to-form relationships</li> <li>• Shapes-within-shapes</li> <li>• Basic Form drawing</li> <li>• Shading techniques and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Memoir</li> <li>• Sequence: Parts to Whole/ Whole to Parts</li> <li>• Drawing Conclusions: Visualizing</li> <li>• Graphic Sources: Timelines</li> </ul>	<p><i>The Corn Festival</i>, p.64  <i>Four Accomplishments #2</i>, p. 50  <i>Christina's World</i>, p. 45  <i>Iron Bridge</i>, p. 53</p>	<p>Character Development: Voice variation, p. 43            Body Expression: Bullish, p. 70            Movement and Mime: Statues, p. 83</p>	<p>Original Learning Village Lesson Plans  <u>Language Arts</u>: Words that describe shape-to-form relationships in all creative compositions; portraits/ self-portraits relate to biography/autobiography  <u>Math</u>: geometric shapes/ forms, parts-to-whole relationships; analytical skills; proportions  <u>Science</u>: influence of light on objects relates to light and shadow created by position of the sun; parts-to-whole aspects in plants, animal, and human forms  <u>Art History</u>: by studying art            Transparencies/cards with dates/periods  <u>Social Studies</u>: events and people seen in art prints; landscapes indicate geographical areas</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate focused behavior in guided dramatic play               <ul style="list-style-type: none"> <li>- Build focus skills</li> </ul> </li> <li>• Participate in guided dramatic play               <ul style="list-style-type: none"> <li>- Build acting skills</li> </ul> </li> <li>• Develop awareness of voice as means of expression</li> <li>• Explore a variety of ways to solve problems through dramatic play</li> <li>• Explore a variety of roles in life and fantasy situations through guided dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Memoir</li> <li>• Sequence: Parts to Whole/ Whole to Parts</li> <li>• Drawing Conclusions: Visualizing</li> <li>• Graphic Sources: timelines</li> </ul>	<p><i>Woman in Black at the Opera</i>, Mary Cassat  <i>The Lion Hunt</i>, Eugene Delacroix  <i>The Scream</i>, Edvard Munch  <i>Night Watch</i>, Rembrandt</p>	<p>Character Development: Voice variation, p. 43            Body Expression: Bullish, p. 70            Movement and Mime: Statues, p. 83</p>	<p><b>Theatre:</b>            Visual Arts            English/Language Arts/Literature            Computer Technology            Social Studies Research            Dance/Movement Education            Music/Chorus            Creative Writing</p>

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<b>QUARTER 2</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Color shading (techniques and processes)</li> <li>• Drawing grouped objects</li> <li>• Design elements</li> <li>• Design principles (structure of elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence: Steps in a Process</li> <li>• Drawing Conclusions: Fact and Opinion</li> <li>• Sentence Structure: Punctuation</li> <li>• Writing forms: Advertisement</li> <li>• Role Play: Dramatization</li> </ul>	<p><i>Four Accomplishments #2</i>, p. 50  <i>Poor Man's Cotton</i>, p. 58  <i>Women of Tahiti</i>, p. 72  <i>Girl on Bridge</i>, p. 51</p>	<p>Body Expression: What on Earth Are You Doing?, p111            Observation Focus: Mush Pot, p. 123            Body Expression: Open It, p. 110</p>	<p>Original Learning Village Lesson Plans  <u>Language Arts</u>: original stories assembled into a book; elements/principles of design are similar to those in literary forms  <u>Math</u>: 2D/3D shapes and fractional drawing of the colors; geometric shapes and forms, parts-to-whole relationships, equivalents/weights and measures  <u>Science</u>: Cool colors in nature vs. warm colors; color theory, Sir Isaac Newton  <b>Student Edition</b> –Gallery of Artists Index of Artists</p> <p><b>Theatre:</b>            Visual Arts            English/Language Arts/Literature            Computer Technology            Social Studies Research            Dance/Movement Education            Music/Chorus            Creative Writing</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Explore the five W's through guided dramatic play and scriptwriting               <ul style="list-style-type: none"> <li>- Character development</li> <li>- Story elements</li> <li>- Improvise character dialogue</li> <li>- Create scenarios</li> </ul> </li> <li>• Develop ability to join with and respond to others               <ul style="list-style-type: none"> <li>- Individual and group developed character scenarios</li> </ul> </li> <li>• Discover personal uniqueness and develop respect for individual differences</li> <li>• Explore life experiences and develop imaginary situations through guided dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence: Steps in a Process</li> <li>• Drawing Conclusions: Fact and Opinion</li> <li>• Sentence Structure: Punctuation</li> <li>• Writing forms: Advertisement</li> <li>• Role Play: Dramatization</li> </ul>	<p><i>The Conversion of St. Paul</i>, Caravaggio  <i>Snap-the-Whip</i>, Winslow Homer  <i>Old Man and His Grandson</i>, Ghirlandaio</p>	<p>Body Expression: What on Earth Are You Doing?, p111            Observation Focus: Mush Pot, p. 123            Body Expression: Open It, p. 110</p>	<p>Original Learning Village Lesson Plans  <u>Language Arts</u>: original stories assembled into a book; elements/principles of design are similar to those in literary forms  <u>Math</u>: 2D/3D shapes and fractional drawing of the colors; geometric shapes and forms, parts-to-whole relationships, equivalents/weights and measures  <u>Science</u>: Cool colors in nature vs. warm colors; color theory, Sir Isaac Newton  <b>Student Edition</b> –Gallery of Artists Index of Artists</p> <p><b>Theatre:</b>            Visual Arts            English/Language Arts/Literature            Computer Technology            Social Studies Research            Dance/Movement Education            Music/Chorus            Creative Writing</p>

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<b>QUARTER 3</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Color Spectrum               <ul style="list-style-type: none"> <li>- Primary/secondary/intermediate colors</li> </ul> </li> <li>• Emotional aspects of color</li> <li>• Painting techniques</li> <li>• Themes in art</li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Folk Tales/Fable</li> <li>• Compare and Contrast</li> <li>• Speaking: Inference Based on Interpretation</li> <li>• Drawing Conclusions: Summarizing</li> <li>• Story Genre: Biography/Autobiography</li> </ul>	<p><i>The Corn Festival</i>, p. 64  <i>Hillside In Etretat</i>, p. 52  <i>Girl on a Bridge</i>, p., 51            Christmas Eve '62, p. 46  <i>Christina's World</i>, p. 45</p>	<p>Body Expression: Feeling Appealing, p. 107            Articulation: Voice Manipulation, p. 152            Body Expression: Imagine That, p. 108            Observation Focus: Who Are You? P. 125</p>	<p>Original Learning Village Lesson Plans  <u>Language Arts</u>: <i>Alice in Wonderland</i> and other stories where things change shapes; differences between biographies and autobiographies  <u>Math</u>: architecture, use of proportions, size relationship and math equations; measuring equal amounts  <u>Science</u>: color spectrum and found objects in nature; optical illusion  <u>Careers</u>: fine artist/painters</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Develop language through social interaction</li> <li>• Respond to feelings resulting from various stimuli               <ul style="list-style-type: none"> <li>- Movement and voice for sensory connection to characters</li> </ul> </li> <li>• Examine and respond to various sensory stimuli               <ul style="list-style-type: none"> <li>- Explore sensory in character development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Folktales/Fable</li> <li>• Compare and Contrast</li> <li>• Speaking: Inference Based on Interpretation</li> <li>• Drawing Conclusions: Summarizing</li> <li>• Story Genre: Biography/Autobiography</li> </ul>	<p><i>Wedding Dance</i>, Pieter Brueghel the Elder  <i>The Parable of the Blind</i>, Pieter Brueghel the Elder  <i>Cabaret</i>, Degas</p>	<p>Body Expression: Feeling Appealing, p. 107            Articulation: Voice Manipulation, p. 152            Body Expression: Imagine That, p. 108            Observation Focus: Who Are You? P. 125</p>	<p><u>Social Studies</u>: location of Brooklyn Bridge; spatial relationships in geographical regions</p> <p><b>Theatre:</b>            Visual Arts            English/Language Arts/Literature            Computer Technology            Social Studies Research            Dance/Movement Education            Music/Chorus            Creative Writing</p>

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<b>QUARTER 4</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Format (planes in art)               <ul style="list-style-type: none"> <li>- Horizontal/vertical</li> <li>- Background, Middle Ground, and foreground</li> </ul> </li> <li>• Illusion of Depth (near/far concepts)</li> <li>• Architecture</li> <li>• Sculpture and 3-D art forms               <ul style="list-style-type: none"> <li>- Techniques and processes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing Forms: Advertisement</li> <li>• Sentence Structure: Punctuation</li> <li>• Speaking: Storytelling/ Retelling</li> <li>• Research</li> <li>• Drawing Conclusions: Making Judgments</li> </ul>	<p><i>The Brooklyn Bridge</i>, p. 63</p> <p><i>Rockets and Blue Lights</i>, p. 59</p> <p><i>The Tragedy</i>, p. 46</p> <p>Architectural Design: <i>Falling Water</i> – Frank Lloyd Wright</p> <p><i>Pieta</i>, p. 57</p>	<p>Movement and Mime: Body Movements, p. 114</p> <p>Articulation: Absurd Sound Words, 149</p> <p>Body Expression: Wherein the World Are You? p. 112</p> <p>Character Development: Freeze Please, p. 129</p>	<p>Original Learning Village Lesson Plans</p> <p><u>Language Arts</u>: parts-to-whole relationships in literary works, terms used to describe 3-D art forms</p> <p><u>Math</u>: concepts relating to area, scale and proportion, geometry concepts, application of math computations/calculations</p> <p><u>Science</u>: plants, problem solving, manmade vs. natural environment</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Use literature as a basis for guided dramatic play</li> <li>• Develop awareness of a variety of roles and occupations through dramatic activities               <ul style="list-style-type: none"> <li>- Improvisational skills to create a character</li> </ul> </li> <li>• Respond effectively to dramatic activities</li> <li>• Recognize selected elements of theatre house management through theatre attendance               <ul style="list-style-type: none"> <li>- Comprehension of appropriate audience etiquette</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing Forms: Advertisement</li> <li>• Sentence Structure: Punctuation</li> <li>• Speaking: Storytelling/ Retelling</li> <li>• Research</li> <li>Drawing Conclusions: Making Judgments</li> </ul>	<p><i>Ceiling of the Sistine Chapel</i>, Michelangelo</p> <p><i>The Creative Culture of the North</i></p> <p><i>Developing from the Necessity of making Life Possible in a New and Empty Land</i>, Diego Rivera</p> <p><i>Pieta</i>, Michelangelo</p> <p><i>La Luge</i>, Renoir</p>	<p>Movement and Mime: Body Movements, p. 114</p> <p>Articulation: Absurd Sound Words, 149</p> <p>Body Expression: Where in the World Are You? p. 112</p> <p>Character Development: Freeze Please, p. 129</p>	<p><b>Theatre:</b></p> <p>Visual Arts</p> <p>English/Language Arts/Literature</p> <p>Computer Technology</p> <p>Social Studies Research</p> <p>Dance/Movement Education</p> <p>Music/Chorus</p> <p>Creative Writing</p>