

Art 3
Time Allotted - Twenty Class periods
Grade Level - Third Grade

Biblical Worldview Essential Questions

Does God’s order of creation teach us art elements?

Do people all over the world enjoy God’s creation and the beauty He has made in the world?

How do you think God feels about beauty?

How can we practice doing our best for God’s glory with our art?

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ observe the order & variation of the Master Artist’s design for creation. ➤ discuss how God’s designs influence the creation of man-made objects. ➤ name & describe the principles of design. ➤ name & use the tertiary colors in a work of art. ➤ be able to name & apply the elements of art with special emphasis on the principle of balance. ➤ begin using space effectively in order to depict depth. ➤ create a 3D work of art using papier mache. ➤ produce works of art inspired by realism, personal experiences and/or Scriptural truths. ➤ successfully name and depict: cone, cube, cylinder, sphere & pyramid. ➤ identify landscapes, seascape & cityscape and depict a cityscape. ➤ name & describe works of art from ancient cultures. ➤ examine different cultural aspects of beauty compared to a Biblical view of beauty. 	<p><u>Teacher-led discussions</u></p> <p><u>Surprise Box</u></p> <p><u>Demonstrations</u> by instructor</p> <p><u>Viewing</u> of videos</p> <p><u>Viewing and Discussion</u> about artwork examples from posters, books, etc.</p> <p><u>Drawings</u> on the board by teacher</p> <p><u>Playing of music</u> to set a mood, describe a culture or time period</p>	<p>Please refer to list: “DBCS Available Art Materials”</p> <p>Please refer to bibliography</p> <p>videos</p> <p>world art: posters, actual art work</p> <p>elements of art chart</p> <p>principles of art chart</p> <p>color wheel</p> <p>nature objects</p> <p>music CD’s: “World Flutes” “Rain and Thunder” (for example)</p> <p>Surprise Box</p> <p>“Where Art Thou?” art memory game</p>	<p>Teacher walk-around observation</p> <p>Student answers on individual chalkboards</p> <p>Thumbs up - Thumbs down</p> <p>Teacher-made rubrics</p> <p>Group responding techniques</p> <p>Participation in class discussions</p> <p>Teacher Observation of categorization of art work</p> <p>correct completion of Color Wheel chart</p>