

**Richmond Public Schools**  
**Department of Curriculum and Instruction**  
**Curriculum Pacing And Resource Guide**



**Course Title/ Course #: Art 3rd Grade**

**Start day: 1**

**Meetings: 180 days**

**Course Description**

The objectives for Grade Three Visual Arts emphasize learning through inquiry. Students examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students investigate the integral role of art and architecture within various cultures, and they combine knowledge of art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

**Pacing Resources Assessments MP1**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
ongoing	Visual Communication/Production  Creating and Communicating about Art  (SOLs: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28)	Craftsmanship  Color (warm, cool, intermediate, neutral)  Line, (movement, repetition)  Emotion	<b>Craftsmanship Resources:</b>  Vase with Dish Shaped Mouth <a href="http://vmfa.museum/collections/art/vase-dish-shaped-mouth/">http://vmfa.museum/collections/art/vase-dish-shaped-mouth/</a>  Goose Shaped Senser <a href="http://vmfa.museum/collections/art/goose-shaped-censer/">http://vmfa.museum/collections/art/goose-shaped-censer/</a>  Howdah <a href="http://vmfa.museum/collections/art/howdah/">http://vmfa.museum/collections/art/howdah/</a>	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics

		<p><b>Color Resources:</b>  Chihuly installations  <a href="http://www.chihuly.com/artwork">http://www.chihuly.com/artwork</a></p> <p>Blue Dog images  <a href="https://georgerodrigue.com/art/2000-2004/">https://georgerodrigue.com/art/2000-2004/</a></p> <p>O’Keefe Red Poppies  <a href="http://www.georgiaokeeffe.net/oriental-poppies.jsp">http://www.georgiaokeeffe.net/oriental-poppies.jsp</a></p> <p><b>Line Resources:</b>  Durer Drawings  <a href="http://www.albrecht-durer.org/Melancholy-I.html">http://www.albrecht-durer.org/Melancholy-I.html</a></p> <p>Picasso Line (Asleep)  <a href="http://www.pablopicasso.org/asleep.jsp">http://www.pablopicasso.org/asleep.jsp</a></p> <p>Picasso Line (the Kitchen)  <a href="http://www.pablopicasso.org/the-kitchen.jsp">http://www.pablopicasso.org/the-kitchen.jsp</a></p> <p>Zen Tangle techniques  <a href="http://tanglepatterns.com/zentangles">http://tanglepatterns.com/zentangles</a></p> <p><b>Emotion Resources:</b>  Dorothea Lange (Migrant Workers photo)  <a href="http://www.historyplace.com/unitedstates/lange/dor12-100.htm">http://www.historyplace.com/unitedstates/lange/dor12-100.htm</a></p> <p>Alfred Eisenstadt (WWII sailor)  <a href="https://en.wikipedia.org/wiki/V-J_Day_in_Times_Square#/media/File:Legendary_kiss_V-J_day_in_Times_Square_Alfred_Eisenstaedt.jpg">https://en.wikipedia.org/wiki/V-J_Day_in_Times_Square#/media/File:Legendary_kiss_V-J_day_in_Times_Square_Alfred_Eisenstaedt.jpg</a></p> <p>Duro Verde  <a href="http://vmfa.museum/collections/art/duro-verde/">http://vmfa.museum/collections/art/duro-verde/</a></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics</p> <ol style="list-style-type: none"> <li>1. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li>2. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ol> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</p> <p>8. Question-and-answer (large group, small group, or partner)</p> <ol style="list-style-type: none"> <li>3. 9. Portfolios</li> <li>4. 10. Exhibitions</li> </ol>
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ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35)</p>	<p>Discuss: How do history, culture, and visual arts influence one another?</p>	<p><b>Influence Resources:</b></p> <p>Brideship  <a href="http://vmfa.museum/collections/art/brideship-colonial-brides_98-28/">http://vmfa.museum/collections/art/brideship-colonial-brides_98-28/</a></p> <p>Black Figure Amphora  <a href="http://vmfa.museum/collections/art/black-figure-amphora/">http://vmfa.museum/collections/art/black-figure-amphora/</a></p> <p>Faberge  <a href="http://vmfa.museum/collections/art/imperial-column-portrait-frame/">http://vmfa.museum/collections/art/imperial-column-portrait-frame/</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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ongoing	<p>Analysis, Evaluation, Critique</p> <p>Interpreting and Evaluating Art</p> <p>(SOL's: 3.36, 3.37, 3.28, 3.39, 3.40, 3.41)</p>	<p>Interpret: How has our view of art changed throughout history.</p>	<p><b>Historical Resources:</b></p> <p>Lascaux tour <a href="http://www.lascaux.culture.fr">http://www.lascaux.culture.fr</a></p> <p>Illuminated Manuscript <a href="http://www.britannica.com/topic/illuminated-manuscript">http://www.britannica.com/topic/illuminated-manuscript</a></p> <p>Jackson Pollack <a href="http://www.ibiblio.org/wm/paint/auth/pollock/pollock.eyes-heat.jpg">http://www.ibiblio.org/wm/paint/auth/pollock/pollock.eyes-heat.jpg</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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ongoing	<p>Aesthetics</p> <p>Reflecting on the Meaning and Value of Art</p> <p>(SOL's: 3.42, 3.43, 3.44)</p>	Value: What does art mean to me?	<p><b>Meaning Resources:</b></p> <p>Ellsworth Kelly  <a href="http://www.moma.org/collection/artists/3048">http://www.moma.org/collection/artists/3048</a></p> <p>Dog Playing Piano (interactive)  <a href="http://vmfa.museum/learn/activities/art-audio-clips-an-extraordinary-musical-dog/">http://vmfa.museum/learn/activities/art-audio-clips-an-extraordinary-musical-dog/</a></p> <p>Starry Night  <a href="http://www.vangoghgallery.com/catalog/Painting/508/Starry-Night.html">http://www.vangoghgallery.com/catalog/Painting/508/Starry-Night.html</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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## Pacing Resources Assessments MP2

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
ongoing	Visual Communication/Production  Creating and Communicating about Art  (SOLs: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28)	Architectural forms (cube, cylinder pyramid, cone)  Space (positive and negative),  Balance (Symmetrical vs. Asymmetrical)	<p><b>Cube Cylinder Pyramid Cone, Architectural Form Resources:</b></p> <p>Sol Lewitt  <a href="http://vmfa.museum/collections/art/wall-drawing-541/">http://vmfa.museum/collections/art/wall-drawing-541/</a></p> <p>Arnaldo Pomodoro  <a href="http://vmfa.museum/collections/art/rotating-sphere/">http://vmfa.museum/collections/art/rotating-sphere/</a></p> <p>Claes Oldenburg  <a href="http://oldenburgvanbruggen.com/largescaleprojects/droppedcone.htm">http://oldenburgvanbruggen.com/largescaleprojects/droppedcone.htm</a></p> <p><b>Negative/Positive Space, Space Resources:</b></p> <p>Kara Walker  <a href="http://vmfa.museum/collections/art/untitled-3/">http://vmfa.museum/collections/art/untitled-3/</a></p> <p>Lee Bonticou  <a href="http://vmfa.museum/collections/art/untitled-25/">http://vmfa.museum/collections/art/untitled-25/</a></p> <p>Josef Albers  <a href="http://vmfa.museum/collections/art/study-hommage-square-transmuted/">http://vmfa.museum/collections/art/study-hommage-square-transmuted/</a></p> <p><b>Symmetry/ Assemetry Balance Resources:</b></p> <p>Wager Cup  <a href="http://vmfa.museum/collections/art/wager-cup/">http://vmfa.museum/collections/art/wager-cup/</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics             <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul>

			<p>Buckle  <a href="http://vmfa.museum/collections/art/buckle/">http://vmfa.museum/collections/art/buckle/</a></p> <p>Adolf Gottlieb  <a href="http://vmfa.museum/collections/art/rolling/">http://vmfa.museum/collections/art/rolling/</a></p>	<p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35)</p>	<p>Compare: How do architectural styles of ancient cultures such as Greece, Mali and Rome contrast with those of the present day?</p>	<p><b>Mali Resources:</b></p> <p>Mali Tunic Download  <a href="http://vmfa.museum/learn/activities/class-room-activity-hunters-tunic/">http://vmfa.museum/learn/activities/class-room-activity-hunters-tunic/</a></p> <p>Kneeling Female Figure  <a href="http://vmfa.museum/collections/art/kneeling-female-figure-serpents/">http://vmfa.museum/collections/art/kneeling-female-figure-serpents/</a></p> <p>Ntomo Mask  <a href="http://vmfa.museum/collections/art/ntomo-mask/">http://vmfa.museum/collections/art/ntomo-mask/</a></p> <p><b>Greek and Roman Resources:</b></p> <p>Vase Download  <a href="http://vmfa.museum/learn/activities/classroom-activity-greek-vase/">http://vmfa.museum/learn/activities/classroom-activity-greek-vase/</a></p> <p>Mosaic Download  <a href="http://vmfa.museum/learn/activities/classroom-activity-mosaic/">http://vmfa.museum/learn/activities/classroom-activity-mosaic/</a></p> <p>Relief of a Potter and his Wife  <a href="http://vmfa.museum/collections/art/relief-potter-wife/">http://vmfa.museum/collections/art/relief-potter-wife/</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer</p>

				(large group, small group, or partner)  9. Portfolios  10. Exhibitions
ongoing	Analysis, Evaluation, Critique  Interpreting and Evaluating Art  (SOL's: 3.36, 3.37, 3.28, 3.39, 3.40, 3.41)	Process: How does problem solving relate to artmaking?	<b>Problem Solving Resources:</b>  Deborah Butterfield Horse 1 <a href="http://www.artnet.com/artists/deborah-butterfield/fishtrap-a-AgSBmMzg_dhpb0e8-CMgZQ2">http://www.artnet.com/artists/deborah-butterfield/fishtrap-a-AgSBmMzg_dhpb0e8-CMgZQ2</a>  Deborah Butterfield Horse 2 <a href="http://www.artnet.com/artists/deborah-butterfield/yellow-river-a-cffFOuqYKO8f1x8WqdDZDQ2">http://www.artnet.com/artists/deborah-butterfield/yellow-river-a-cffFOuqYKO8f1x8WqdDZDQ2</a>  Deborah Butterfield Horse 3 <a href="http://www.artnet.com/artists/deborah-butterfield/big-sandy-a-8GWH8-h2o7LYpN_8QYW6zw2">http://www.artnet.com/artists/deborah-butterfield/big-sandy-a-8GWH8-h2o7LYpN_8QYW6zw2</a>	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks  8. Question-and-answer (large group, small group,



				<p>or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
ongoing	<p>Aesthetics</p> <p>Reflecting on the Meaning and Value of Art</p> <p>(SOL's: 3.42, 3.43, 3.44)</p>	<p>Influence:</p> <p>What role do form and function play within the artifacts of a culture?</p>	<p><b>Form and Function Resources:</b></p> <p>Cecelia Levy  <a href="http://www.thisiscolossal.com/2015/07/comic-cups-cecilia-levy/">http://www.thisiscolossal.com/2015/07/comic-cups-cecilia-levy/</a></p> <p>Wave Cabinet  <a href="http://www.thisiscolossal.com/2015/06/the-wave-cabinet-opens-like-a-paper-fan/">http://www.thisiscolossal.com/2015/06/the-wave-cabinet-opens-like-a-paper-fan/</a></p> <p>Hector Guimard Cabinet  <a href="http://vmfa.museum/collections/art/cabinet-hector-guimards-office-castel-beranger-paris/">http://vmfa.museum/collections/art/cabinet-hector-guimards-office-castel-beranger-paris/</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group,</p>

				or partner) 9. Portfolios 10. Exhibitions
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### Pacing Resources Assessments MP3

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
ongoing	Visual Communication/Production  Creating and Communicating about Art  (SOLs: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28)	Artifacts (Greco-Roman. Ancient Mali)  Clay(coil building),  Texture (visual vs. tactile)  Shape (organic, geometric)  Size (spatial relationships)	<b>Greco-Roman and Mali Artifact Resources:</b>  Red Figure Pelike <a href="http://vmfa.museum/collections/art/red-figure-pelike/">http://vmfa.museum/collections/art/red-figure-pelike/</a>  Amphora <a href="http://vmfa.museum/collections/art/black-figure-amphora/">http://vmfa.museum/collections/art/black-figure-amphora/</a>  Hyena Mask <a href="http://vmfa.museum/collections/art/hyena-mask/">http://vmfa.museum/collections/art/hyena-mask/</a>  <b>Coil Resources:</b>  How to make a coil pot <a href="http://artforkidshub.com/how-to-make-a-coil-pot/">http://artforkidshub.com/how-to-make-a-coil-pot/</a>  Coil Lesson <a href="http://www.artforsmallhands.com/2010/01/clay-coil-pots-with-twist.html">http://www.artforsmallhands.com/2010/01/clay-coil-pots-with-twist.html</a>  Contemporary coil artist David Roberts <a href="http://www.veniceclayartists.com/contemporary-raku-david-roberts/">http://www.veniceclayartists.com/contemporary-raku-david-roberts/</a>  <b>Visual/Tactile Texture Resources:</b>	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks  8. Question-and-answer (large group, small group, or partner)

			<p>Written Comparison  <a href="http://visualartspdsf.blogspot.com/2012/04/textures.html">http://visualartspdsf.blogspot.com/2012/04/textures.html</a></p> <p><a href="http://www.sophia.org/tutorials/elements-of-art-texture">http://www.sophia.org/tutorials/elements-of-art-texture</a></p> <p>Meret Oppenheim  <a href="http://www.moma.org/collection/works/80997">http://www.moma.org/collection/works/80997</a></p> <p><b>Organic/Geometric Resources:</b></p> <p>Visuals of Org/Geo  <a href="http://www.artsconnected.org/toolkit/encyc_shapegeorganic.html">http://www.artsconnected.org/toolkit/encyc_shapegeorganic.html</a></p> <p>Rex Ray  <a href="http://www.rexray.com/portfolio.htm">http://www.rexray.com/portfolio.htm</a></p> <p>Matt W. Moore  <a href="http://www.mwmgraphics.com/art_exhibitions.html">http://www.mwmgraphics.com/art_exhibitions.html</a></p> <p><b>Spatial Relationship Resources:</b></p> <p>Vermeer View of Delft  <a href="http://www.essentialvermeer.com/catalogue/view_of_delft.html#.VaPhAzr7pFI">http://www.essentialvermeer.com/catalogue/view_of_delft.html#.VaPhAzr7pFI</a></p> <p>Vermeer Geographer  <a href="http://www.essentialvermeer.com/catalogue/geographer.html#.VaQJLzr7pFI">http://www.essentialvermeer.com/catalogue/geographer.html#.VaQJLzr7pFI</a></p> <p>Vermeer Milkmaid</p>	<p>9. Portfolios</p> <p>10. Exhibitions</p>
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			<a href="http://www.essentialvermeer.com/catalogue/milkmaid.html#.VaQJZDr7pFI">http://www.essentialvermeer.com/catalogue/milkmaid.html#.VaQJZDr7pFI</a>	
ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35)</p>	Explore: How has the role of archaeology helped us understand the art of past cultures?	<p><b>Archaeology Resources:</b></p> <p>Septimus Severus  <a href="http://vmfa.museum/learn/microsites/septimus-severus/">http://vmfa.museum/learn/microsites/septimus-severus/</a></p> <p>Ancient Writing  <a href="http://vmfa.museum/learn/microsites/ancient-writing/">http://vmfa.museum/learn/microsites/ancient-writing/</a></p> <p>Caryatid columns  <a href="http://www.britishmuseum.org/explore/highlights/highlight_objects/gr/c/caryatid_from_the_erechtheion.aspx">http://www.britishmuseum.org/explore/highlights/highlight_objects/gr/c/caryatid_from_the_erechtheion.aspx</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p>

				10. Exhibitions
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ongoing	<p>Analysis, Evaluation, Critique</p> <p>Interpreting and Evaluating Art</p> <p>(SOL's: 3.36, 3.37, 3.28, 3.39, 3.40, 3.41)</p>	Discuss: How are art and artifacts different?	<p><b>Art and Artifacts Resources:</b></p> <p>Peruvian Bowl  <a href="http://vmfa.museum/collections/art/bowl-3/">http://vmfa.museum/collections/art/bowl-3/</a></p> <p>Paul Starr Sugar bowl and Cream Jug  <a href="http://vmfa.museum/collections/art/sugar-bowl-cream-jug/">http://vmfa.museum/collections/art/sugar-bowl-cream-jug/</a></p> <p>Mankala Game Board  <a href="http://vmfa.museum/collections/art/mankala-game-board/">http://vmfa.museum/collections/art/mankala-game-board/</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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ongoing	<p>Aesthetics</p> <p>Reflecting on the Meaning and Value of Art</p> <p>(SOL's: 3.42, 3.43, 3.44)</p>	<p>Recognition:</p> <p>What are some common attributes of works of art within a single culture?</p>	<p><b>Attribute Resources:</b></p> <p>Impressionist Download  <a href="http://vmfa.museum/learn/activities/outside-and-out-of-the-box-a-guide-to-impressionism/">http://vmfa.museum/learn/activities/outside-and-out-of-the-box-a-guide-to-impressionism/</a></p> <p>Kunii Oyo  <a href="http://vmfa.museum/collections/art/two-panel-folding-screen-depicting-winter-landscape-birds/">http://vmfa.museum/collections/art/two-panel-folding-screen-depicting-winter-landscape-birds/</a></p> <p>Tigers in the Bamboo Grove  <a href="http://vmfa.museum/collections/art/tigers-bamboo-grove/">http://vmfa.museum/collections/art/tigers-bamboo-grove/</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> </ul> </li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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**Pacing Resources Assessments MP4**

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
ongoing	Visual Communication/ Production  Creating and Communicating about Art  (SOLs: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28)	Rhythm,  Pattern (motif)  Depth (size variation, placement, overlapping)  Printmaking	<p><b>Rhythm Resources:</b></p> <p>Rhythm tutorial  <a href="http://www.sophia.org/tutorials/design-in-art-repetition-pattern-and-rhythm">http://www.sophia.org/tutorials/design-in-art-repetition-pattern-and-rhythm</a></p> <p>Ladies in Blue  <a href="http://www.metmuseum.org/collection/the-collection-online/search/258137">http://www.metmuseum.org/collection/the-collection-online/search/258137</a></p> <p>VanGogh Irises  <a href="http://www.getty.edu/art/collection/objects/826/vincent-van-gogh-irises-dutch-1889/">http://www.getty.edu/art/collection/objects/826/vincent-van-gogh-irises-dutch-1889/</a></p> <p><b>Pattern Resources:</b></p> <p>Fred Tomeselli  <a href="http://vmfa.museum/collections/art/woodpecker/">http://vmfa.museum/collections/art/woodpecker/</a></p> <p>Kente Cloth  <a href="http://vmfa.museum/collections/art/mans-wrapper-kente-cloth/">http://vmfa.museum/collections/art/mans-wrapper-kente-cloth/</a></p> <p>Teresita Fernandez  <a href="http://vmfa.museum/collections/art/projection-screen-black-onyx/">http://vmfa.museum/collections/art/projection-screen-black-onyx/</a></p> <p><b>Depth Resources:</b></p> <p>Giovanni  <a href="http://vmfa.museum/collections/art/judgement-solomon/">http://vmfa.museum/collections/art/judgement-solomon/</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>

			<p>Jan Van Eyck  <a href="https://en.wikipedia.org/wiki/Arnolfini_Portrait#/media/File:Van_Eyck_-_Arnolfini_Portrait.jpg">https://en.wikipedia.org/wiki/Arnolfini_Portrait#/media/File:Van_Eyck_-_Arnolfini_Portrait.jpg</a></p> <p>Escher  <a href="http://www.mcescher.com/gallery/most-popular/puddle/">http://www.mcescher.com/gallery/most-popular/puddle/</a></p> <p><b>Printmaking Resources:</b></p> <p>Rembrandt  <a href="http://www.metmuseum.org/toah/works-of-art/29.107.31">http://www.metmuseum.org/toah/works-of-art/29.107.31</a></p> <p>Kawase Hasui  <a href="http://vmfa.museum/collections/art/may-rain-sanno-shrine-series-twelve-scenes-tokyo/">http://vmfa.museum/collections/art/may-rain-sanno-shrine-series-twelve-scenes-tokyo/</a></p> <p>Durer  <a href="http://vmfa.museum/collections/art/woman-apocalypse-seven-headed-dragon/">http://vmfa.museum/collections/art/woman-apocalypse-seven-headed-dragon/</a></p>	
ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35)</p>	<p>Distinguish: How do we categorize artwork by subject matter including portrait, landscape, still life, and narrative?</p>	<p><b>Portrait Resources:</b></p> <p>Portrait download  <a href="https://vmfa.museum/learn/wp-content/uploads/sites/23/2015/01/Activity_Catlin_9_16_13.pdf">https://vmfa.museum/learn/wp-content/uploads/sites/23/2015/01/Activity_Catlin_9_16_13.pdf</a></p> <p>VanGogh Self Portrait  <a href="http://www.metmuseum.org/toah/works-of-art/67.187.70a">http://www.metmuseum.org/toah/works-of-art/67.187.70a</a></p> <p>Shephard Fairey  <a href="http://www.obeygiant.com/headlines/obama">http://www.obeygiant.com/headlines/obama</a></p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal</p>

			<p><b>Landscape Resources:</b></p> <p>Landscape Download  <a href="http://vmfa.museum/learn/activities/classroom-activity-william-williams/">http://vmfa.museum/learn/activities/classroom-activity-william-williams/</a></p> <p>Heckel Landscape  <a href="http://vmfa.museum/collections/art/snow-landscape-schneelandschaft/">http://vmfa.museum/collections/art/snow-landscape-schneelandschaft/</a></p> <p>Monet Landscape  <a href="http://www.claudemonetgallery.org/Water-Lily-Pond--Water-Iris.html">http://www.claudemonetgallery.org/Water-Lily-Pond--Water-Iris.html</a></p> <p><b>Still Life Resources:</b></p> <p>Audrey Flack  <a href="http://inadvertentlyart.blogspot.com/2009/12/audrey-flack-encourages-our-inner.html">http://inadvertentlyart.blogspot.com/2009/12/audrey-flack-encourages-our-inner.html</a></p> <p>Diego Rivera  <a href="http://www.diegorivera.org/diego-rivera-paintings.jsp#prettyPhoto[paintings]/34/">http://www.diegorivera.org/diego-rivera-paintings.jsp#prettyPhoto[paintings]/34/</a></p> <p>Janet Fish  <a href="http://www.dcmooregallery.com/artists/jane-t-fish">http://www.dcmooregallery.com/artists/jane-t-fish</a></p> <p><b>Narrative Resources:</b></p> <p>Eastman Johnson  <a href="https://vmfa.museum/learn/activities/classroom-activity-eastman-johnson/">https://vmfa.museum/learn/activities/classroom-activity-eastman-johnson/</a></p> <p>Norman Rockwell</p>	<p>and/or written rubrics</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</li> </ul> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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			<a href="http://arthistory.about.com/od/famous_paintings/ss/The-Problem-We-All-Live-With-By-Norman-Rockwell.htm">http://arthistory.about.com/od/famous_paintings/ss/The-Problem-We-All-Live-With-By-Norman-Rockwell.htm</a>  Wyeth <a href="http://www.moma.org/collection/works/78455">http://www.moma.org/collection/works/78455</a>	
ongoing	Analysis, Evaluation, Critique  Interpreting and Evaluating Art  (SOL's: 3.36, 3.37, 3.28, 3.39, 3.40, 3.41)	Analyze: How are rhythm, balance, and spatial relationships identified within a work of art?	<b>Analysis Resources:</b>  Matt Lively (RVA Mural Project) <a href="http://mattlively.com/artwork/3282383_Bee_cycles_mural_at_the_RVA_Street_Art.html">http://mattlively.com/artwork/3282383_Bee_cycles_mural_at_the_RVA_Street_Art.html</a>  Hamilton Glass (RVA Mural Project) <a href="http://www.whosham.com">http://www.whosham.com</a>  2014 Murals <a href="http://thecheatsmovement.com/2014/07/17/2014-mural-game-the-cheats-movement-x-the-richmond-mural-project/">http://thecheatsmovement.com/2014/07/17/2014-mural-game-the-cheats-movement-x-the-richmond-mural-project/</a>	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks

				8. Question-and-answer (large group, small group, or partner)  9. Portfolios  10. Exhibitions
ongoing	Aesthetics  Reflecting on the Meaning and Value of Art  (SOL's: 3.42, 3.43, 3.44)	Discuss: What makes an object a work of art?	<b>Aesthetic Resources Compare/Contrast:</b>  Actual Happy Meal toys <a href="http://rodrigobral.info/blog/wp-content/uploads/2013/07/files02/despicable-me-2-happy-meal-toys-mcdonalds-01-900x390.jpg">http://rodrigobral.info/blog/wp-content/uploads/2013/07/files02/despicable-me-2-happy-meal-toys-mcdonalds-01-900x390.jpg</a>  Megan Marlatt <a href="http://meganmarlatt.com/artwork/2831534-The_Last_Toy_Painting_in_Red.html">http://meganmarlatt.com/artwork/2831534-The_Last_Toy_Painting_in_Red.html</a>  Actual Violin <a href="https://en.wikipedia.org/wiki/Violin#/media/File:Violin_VL100.png">https://en.wikipedia.org/wiki/Violin#/media/File:Violin_VL100.png</a>  William Harnett <a href="http://www.nga.gov/content/ngaweb/features/slideshows/william-harnett.html">http://www.nga.gov/content/ngaweb/features/slideshows/william-harnett.html</a>	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks  8. Question-and-answer (large group, small group,

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**Course Title/ Course #:**