

GRADE
3



DISCOVER YOUR
**INNER
ARTIST**

SAMPLE BOOK

WELCOME TO THE DISCOVER YOUR INNER ARTIST CURRICULUM!

What does an artist look like?

If you pictured someone like van Gogh or Picasso, you're not alone. These well-known artists often shape our ideas, but art comes from all people, places, and cultures.

We believe everyone can be an artist. That's why we created the Discover Your Inner Artist (DYIA) curriculum: to help students explore creativity, build artistic skills, and enjoy the process of making art.

Thanks to new California arts standards and funding, more schools can now bring art into the classroom. At the same time, we know teachers have more on their plates than ever. This TK–6 curriculum is designed to make it easier to teach art in a way that supports well-being, encourages creativity, and fits into your schedule.



WE BELIEVE:

- ☉ Anyone can be an artist.
- ☉ Art is for everyone, not just experts.
- ☉ The process matters more than the final product.
- ☉ Art helps students grow: socially, emotionally, and academically.

A PROCESS-BASED APPROACH

In traditional art projects, students copy a final product step-by-step. In DYIA, students explore materials, try out tools, and create original work. That's what we mean by process-based art.

We want students to be curious, make mistakes, and see themselves as artists. Their final pieces won't all look the same, and that is the goal.

What's Inside

DYIA gives you everything you need for a full year of art:

- ☉ A scope and sequence with pacing
- ☉ Easy-to-follow lesson plans tied to standard
- ☉ Tips for adapting lessons to meet student needs
- ☉ Simple tools for assessment
- ☉ Classroom tips for storing and managing materials
- ☉ Digital museum resources
- ☉ Personal art kits for each student

WHY THIS MATTERS

Making art helps students express emotions, connect with others, build confidence, and explore different cultures and perspectives.

This is especially important as students continue to recover from the impact of the COVID-19 pandemic. Regular art-making can help calm the brain and open up learning. It also supports social-emotional skills like self-awareness, empathy, and decision-making.

YOU MAKE THE DIFFERENCE

As a teacher, you play a powerful role in helping students discover their creative voices. You don't have to know every art technique; you just have to create space for exploration and expression.

We're so glad you're here. Thank you for making time for art. Let's get started!

PUTTING IT ALL TOGETHER

Every classroom is different. That's why this curriculum is designed to be flexible and adaptable while still covering all California visual arts standards.

SCOPE AND SEQUENCE

DYIA is organized as a full-year program, with one lesson per week. The curriculum uses a spiral structure, meaning key ideas repeat across grade levels with growing complexity. For example, students explore color theory every year, starting with mixing primary colors in TK and moving toward advanced blending and color relationships in later grades.

LESSON STRUCTURE

Each unit includes:

- 🕒 An overview of objectives and standards
- 🕒 Lessons that build on one another
- 🕒 Multiple options for differentiation
- 🕒 Hands-on art-making and digital museum resources

The first unit focuses on classroom community and exploring materials. The rest of the units are built around the seven elements of art.

You'll also find:

- 🕒 Suggested scripts (optional!)

- 🕒 Tips for assessment and observation
- 🕒 Adaptation strategies for diverse learners

We want the lessons to *support* your teaching style, not replace it.

BEYOND THE LESSON PLANS




















Each lesson allows you to express your creativity and your students' interests. You can adjust the order of units, expand lessons using online museum collections, or pair art activities with other subjects in your curriculum.

The *Teacher Portal* offers printables, pacing guides, videos, and more. The *Idea Bank* includes drawing prompts and other resources to keep things fresh.

We encourage a regular sketchbook habit—students can draw when they finish other work or as a way to reset between lessons.

THE POWER OF ART STARTS HERE!

Art opens doors—for expression, healing, and connection. With Discover Your Inner Artist, you can teach art while also helping students see the world in new ways and find their voice through creativity. Let's make space for joy, curiosity, and growth. Let's make art.

Elements of Art	Help/Resources	Check for Understanding	Connections
 Line	 How to Talk About Art Starters	 Diagnostic Assessment	 ELA Connection
 Shape	 ELL (English Language Learners) "Tip"	 Formative Assessment	 SEL Connection
 Form	 Gallery Walk	 Printable Resource & Summative Assessment Rubrics	 Math Connection
 Value	 Teacher Script/Talk		
 Texture	 Teacher Portal (online resource)		
 Color	 Addendum		
 Space			

ICON GUIDE

NOTES:

“Spotlight Arts Standard” aligns with the CA Arts Education standards.


Though we highlight 1–2 visual arts standards in each lesson, there are additional cross-curricular standards that apply. You can see the full range of standards addressed in each lesson through our Standards Crosswalk document in the addendum or *Teacher Portal*.

Here’s where we highlight the goals and objectives for each lesson. We provide a brief introduction to the art element, describe how this art skill might develop throughout elementary grades or simply provide some of our personal insights about this art lesson. “Setting Up for Success” is just that! We want teachers to see at a glance what their students should be able to do by the end of each lesson and what the teacher will use for assessment.

“Step 1: Hook” is your opportunity to grab students’ attention and get them excited about the lesson. We also provide diagnostic assessment questions so you can check previous knowledge and hopefully come to a shared understanding.

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Grade 1, Unit 3, Lesson 1 - Color Mixing: Different Materials

COLOR MIXING: DIFFERENT MATERIALS



Spotlight Arts Standard: 1.VA.C1.2 – Use observation and investigation in preparation for making a work of art.

Lesson Length: 30 minutes with students (Note: Add more time if you have a class set of paint to use.)

Objectives and Overview: Color mixing is a great way to help students explore the art element of color. It serves as a stepping stone to talking about the color wheel and learning about primary and secondary colors. Because color is not an abstract idea for most students, be prepared to follow wherever their curiosity leads the discussion and activity. **Students will gain an understanding of primary and secondary colors.** There is more information available on the *Teacher Portal* about primary and secondary colors, some basic color theory, and color chart templates. Guide your students to simply concentrate on as many color combinations as they can achieve with the colors provided. This is just our introduction to color mixing, and we will go into much more depth about the color wheel in the next lesson.

Setting Up the Engagement:
Materials: Sketchbook and art kit; (optional) if you have a class set of watercolor or tempera paint, this can be used and will require paint brushes, water containers, paper towels, and possibly protection for student clothing (e.g., apron, old t-shirt) and table clean-up.

Set-up/Clean-Up Tips: Have the Teacher Sketchbook available (you will model art activities here) and sketchbooks ready to pass out. Decide ahead of time which art kit materials you want students to use, and keep in mind the amount of clean-up time required for each option (e.g., paints will take more time to clean up than pastels); (optional) set up painting supplies—otherwise, students will use their own art kit materials.

Pre-Work: Students can explore color mixing directly in sketchbooks, but you may also print the 9-grid from the *Teacher Portal* and have students glue it into their sketchbook later if you think they require more parameters or have concerns about running out of sketchbook pages. Write the spelling of primary and secondary color names on the board.

Setting Up for Success

Student Milestones:

- 🕒 I will experiment with color mixing.
- 🕒 I will check my own progress at the end of the lesson using a two-part prompt.

Teacher Guideposts:

- 🕒 Record students’ responses to checks for understanding using the formative observation checklist in the addendum and/or *Teacher Portal*.
- 🕒 Track students’ progress through learning targets and art standards.

Step 1: Hook & Set up (5 minutes)

Use this time to model the first part of the color mixing activity for students. This is also your opportunity to recap color names and key terms.

Check for Understanding:

🗣️ Ask students, “Do you know the colors of the rainbow?” Look at the art kit materials together and identify the names of each color. Use call and response to keep it brief. “What color is this (paint, pastel, crayon)?”

📖 “Today, we’re going to be using the colors in our art kit materials. The first thing I want you to do is add a little bit of each color in your sketchbooks without mixing them.” Model this step, and then release students to work stations to complete the first step. Note: If you are using paints for this activity, make sure to include how to clean the brush in between paint dips as part of your demo.

Step 2: Independent (15 minutes)

Students explore all the colors in their art kit materials but MIX ONLY the primary colors to create secondary colors.

In the sketchbooks, have students create small samples or dots of each color available in the art kit materials.

Students will become familiar with how to use their art materials in order to cover a small to large area. Note: Allow about 10 minutes of extra time for students to explore if you are using watercolor or tempera paints.

After 5–10 minutes of exploring, have students put down their art materials and stand up to watch you model the next step. This is critical, or they will keep on exploring!

Resources teachers need to prepare for the visual arts lesson.

Our goal is to make lesson preparation as straightforward and easy as possible. “Lesson Length” is an estimate so you will have to modify it for your classroom schedule. “Setting Up the Engagement” lists all the materials you will need, any special considerations or unique supplies you might need, and provides suggestions for managing the keeping and caring for art materials.

“Step 2: Independent” or “Step 2: Small Group Engagement” are the crux of what we want your students to actually DO during this lesson. This is where we describe the activity, provide scripting on how to guide your students through the art process, and provide formative assessment touchstones for observation tracking. See the addendum for trackers and rubrics.

Assessments – these icons indicate where diagnostic, formative and summative assessment opportunities show up in the lesson. You can find additional assessment resources in the addendum or *Teacher Portal*, including rubrics and self-reflection for students.

“Step 3: Connect and Reflect” is a critical component of Understanding by Design. What do your students need to KNOW? Beyond art process and exploration, we want to make sure that students reach artistic literacy and gain confidence in the use of their art materials. Point to the artistic horizon.


“Step 4: Adaptations, Modifications & Reteach...” is all about how to reteach the lesson content, expansion activities that reach across the core curriculum, and tips for addressing reluctant artists. Many more suggestions are available on our *Teacher Portal*.

50 Grade 1, Unit 3, Lesson 1 • Color Mixing

Model this in your own sketchbook or mixing chart. Test or experiment with the color mixing theory by having students first use each primary color in their sketchbooks three times. One time will stay unmixed to demonstrate what the “pure” color might look like, and they should label the color names now (ELA Connection). Then, have students mix each color with each of the other primary colors of art kit materials and label the names of the secondary colors, too.

- Ⓞ Red + Yellow = Orange
- Ⓞ Yellow + Blue = Green
- Ⓞ Blue + Red = Purple



If you think it would be easier for students to do this on a chart, print the 9-grid from the Teacher Portal or create your own mixing chart. Be sure to have color names posted for reference and support any students not yet ready for writing.

 **Formative Assessment:** As you walk around the room, ask students to identify the types of colors in their sketchbooks.



Step 3: Connect and Reflect (up to 10 minutes)


Students return to the rug for a Turn and Talk to check their understanding. Then, reflect on the lesson as a whole group to reconnect with the lesson objective.

Transition Back to Carpet: Ring the bell and ask students to put their materials down and follow your clean-up protocol. Invite all students to return to the carpet without their sketchbooks. Remember, if you use paint, identify where students should place their open sketchbooks to dry.

 +  **Turn and Talk:** Ask students, “What mixes made different colors? What mix made your favorite colors?”

Close – Check for Understanding:


 +  Ask students to check themselves using hand signals (two thumbs up, one thumb up, no thumbs up).

 “Did you create with red, blue, and yellow? Did you mix to make new colors? Did you share what you observed with a friend?” Check in individually with students if they express no thumbs up.

Whole Group Discussion/Extension

- Ⓞ Were you surprised by the color mixes?
- Ⓞ Which mix was your favorite?

Step 4: Adaptations, Modifications, and Reteach—Things to Try!

 **ELA Connection:** Ask early finishers or proficient writers to also label the type of color (i.e., primary or secondary). Set up a sentence frame: “My favorite color is _____. It is a (primary/secondary) color.”

See tips for How to Talk About Art.





**UNIT 1:
LET'S
MAKE
ART!**

LET IT RIP: TWO MATERIALS

Spotlight Arts Standard: 3.VA:Cr2.1 — Complete personally satisfying artwork using a variety of artistic processes and materials.

Lesson Length: 45 minutes with students plus prep time

Overview:

- Students begin their artistic journey by exploring materials and using a sketchbook for brainstorming, play, and reflection.
- Many students are new to using a sketchbook and may see art only as a finished product.
- This first lesson emphasizes playful exploration and helps students become familiar with the materials in their art kit.
- Use this time to introduce and model norms for distributing supplies and clean-up routines.

Setting Up the Engagement:

Materials: Sketchbook, art kit, paper (any kind—construction, scratch paper, variety of colors and types), and glue

Set-Up/Clean-Up Tips: Have the Teacher Sketchbook available (yes, teachers should create a sketchbook for themselves, too!) and materials/art kits ready to pass out.

Pre-Work: Set up the kit materials with student names in advance; consider writing student names on the sketchbook covers; start or complete a ripped paper collage in your sketchbook; decide whether you want to cut 8½" × 11" paper in half to conserve paper use.



Setting Up for Success

Student Milestones:

- ☉ I will create a collage of torn papers.
- ☉ I can learn how to care for my art materials.
- ☉ I will check my own progress at the end of the lesson using a two-part prompt.

Teacher Guideposts:

- ☉ Record students' responses to checks for understanding using the formative observations checklist in the addendum and/or *Teacher Portal*.
- ☉ Track students' progress through learning targets and art standards.



Step 1: Hook & Set up (5 minutes)

Introduce the sketchbook as a critical part of the artist's journey, somewhere to track art exploration and record ideas. In addition, demonstrate the clean-up protocols you want students to follow in the care and keeping of their art kits. Explain key terms in the hook and check for student understanding with a whole group question and answer.

Direct students to sit in a circle. Ensure art materials are ready for distribution.



"Today, we will be starting a journey together as artists! The first step for all of us is to get to know our materials through exploration and experimentation."



Show the blank **sketchbook**. *"This is a sketchbook. You will get your very own today and will use it all year as an artist. Before we start, give me a signal: Have you ever had your own sketchbook before?"* Use familiar classroom signals (drum roll, hand signals, etc.) to gather information about students' previous experiences.

Recognize those who have had their own sketchbooks and invite one student to share how they used it. Recognize students who have not had one before and share your excitement to see how they will use it this year.

Check for Understanding:



Ask students, **"How do you think artists might use a sketchbook like this?"** Go to the *Teacher Portal* for examples of artist sketchbooks. Ask students what they notice or observe about how artists use them.

Listen for these responses: sketching, trying new things.



"This sketchbook will be your safe space to try out your ideas and make your art. You will create a sketchbook habit for yourself and use the sketchbook to create a portfolio or story of your art this year. Sometimes, we will use other types of paper for special projects, but most of the time, the sketchbook will be where we create art. Today, we will each receive our own sketchbook and art materials."



This is your opportunity to establish how you want students to set up/clean up their materials for each art session. Though we have some suggestions in the addendum, do whatever works for your classroom! Review these steps now.

Check for Understanding—Turn and Talk:



“Tell a partner what steps we are going to follow for picking up and returning the art kits each time.”

Walk around and confirm students understand how to move about the room during art time. Reteach and practice your procedure, as necessary.

Step 2: Independent (30 minutes)

Students cover an entire page of their sketchbooks using only ripped paper and glue. Use the observations checklist to support and monitor student progress.



Transition to Independent Work: Tell students, *“Today, we will start our sketchbook habit and experiment with paper. By the end of this lesson, you will have explored paper by trying several different ways of ripping and tearing.”*

Implement your strategy for passing out art kits. Once every student has theirs, explain how artists use experimentation to learn about their materials and get ideas. They will try something numerous times or try something new to get inspiration for their art.

Create a checklist on your whiteboard or easel showing students what is expected. Point to the pictures as you set up what students will be doing. You will come back to this at the end of the lesson for their self-evaluation. Show students an example of the finished paper experiment (layering or **collage**).



“Please choose ONLY two colors or types of paper to use for your experiment. Now, I want you to cover one whole page of your sketchbook completely in small pieces of paper, but you can’t use scissors—only your hands. No white showing through! Can you use different-sized pieces? How will you make this without scissors? Will you try to create a pattern or make it random? Don’t forget, your only tools will be paper, glue, and your hands, plus the sketchbook.”

During independent work, check in with students and ask them about their progress. See Step 4 for tips.

Step 3: Connect & Reflect (10 minutes)

Students share in a Turn and Talk to check their understanding. Then, reflect on the lesson as a whole group to reconnect with the lesson objective.

Transition: Ring the bell and ask students to put their materials down. Practice putting away the art kit. Model it first while thinking aloud. Then, have a student model it silently while you narrate what they are doing and the class observes. Invite all students to follow the steps for art kit clean-up but keep their sketchbooks out.



Turn and Talk: Ask students, “Now choose something (ONE) you would like to share about your paper collage and turn to your partner. Turn and talk for 2 minutes.” If time is short, take volunteers to share as a whole group.

Close—Check for Understanding:



Return to the checklist you created. Ask students to check themselves using hand signals (two thumbs up, one thumb up, no thumbs up). **“Did you use at least two colors or types of paper and cover the whole page of the sketchbook? Did you share what you did with a friend?”** Check in individually with students if they express no thumbs up.



ELA Connection: How do you feel about your new sketchbook? Are the results personally satisfying to you? Ask students to write three to four sentences to reflect.

Whole Group Discussion/Extension

- Ⓞ Did you make a plan, and did it change or did you do exactly what you said you were going to? That’s okay either way!
- Ⓞ How do you feel about your new sketchbook?
- Ⓞ Which paper did you use the most?
- Ⓞ What was the most challenging part for you?

Step 4: Adaptations, Modifications & Reteach – Things to try!

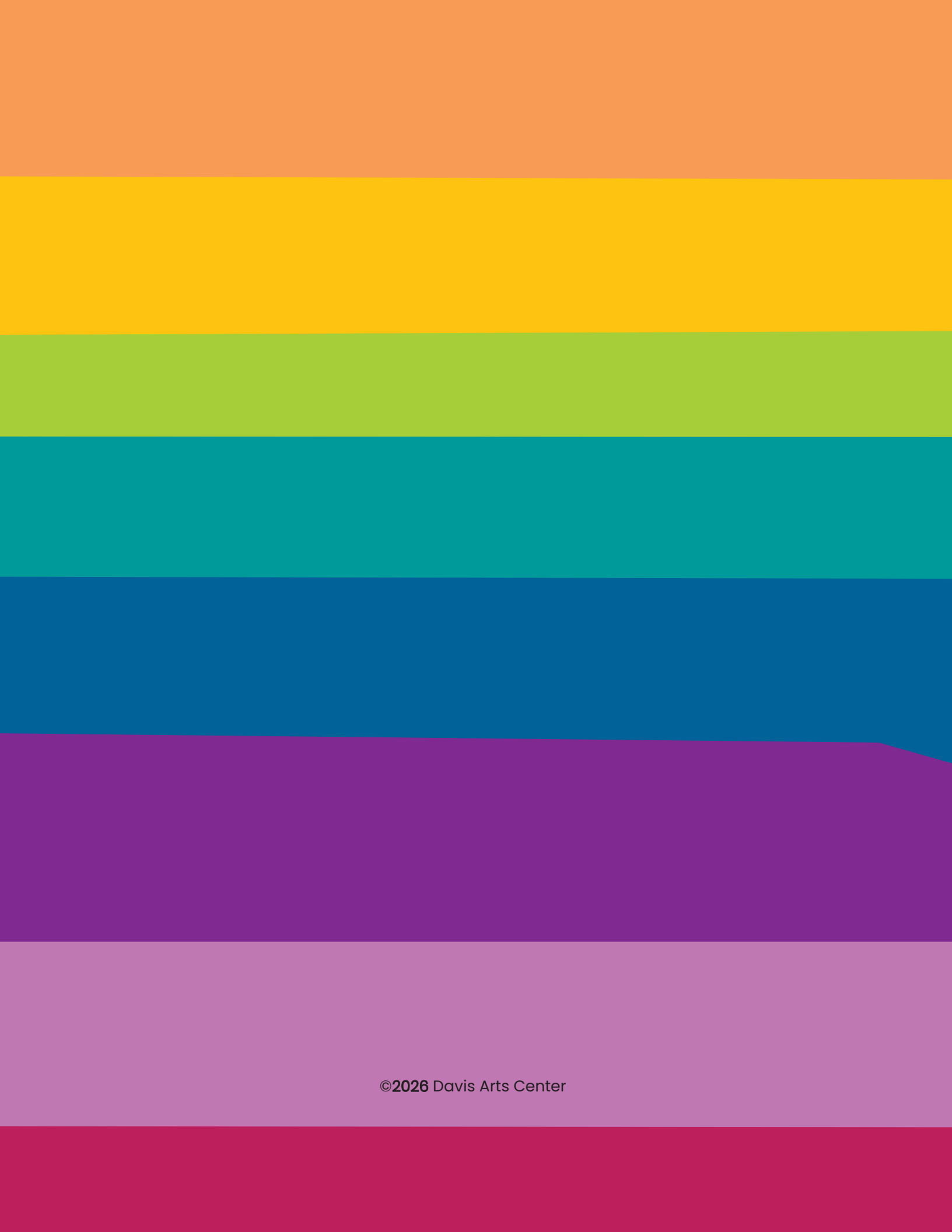
Extension: Students may wish to create an image with their ripped paper. Go for it!

Reluctant Artist Tips: If students are struggling with the rip, glue, and place steps, pause the class and have a student model what they are doing to make their page. Students may struggle with trying to undo a placed paper after gluing. Encourage students to roll with it and be creative with how to recover from a mistake. Can they put new paper over the error?



English Language Learner Support: Say the color names of papers while holding them in your hands. Model the process while speaking each step slowly. Support students during Turn and Talks with sentence frames they can repeat: “One thing I would like to share about my book is ...”

See tips for How to Talk About Art.



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