

VISUAL ART CURRICULUM STANDARDS THIRD GRADE

Standard 1.0 Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Grade Level Expectations (GLEs)

The student will

- 1.1 Use a variety of tools in a safe and responsible manner.
- 1.2 Use a variety of media.
- 1.3 Demonstrate and explain a variety of techniques.
- 1.4 Investigate and apply a variety of processes.
- 1.5 Recognize and demonstrate levels of craftsmanship.

Checks for Understanding (Formative/Summative Assessments)

- 1.1 Demonstrate developmentally-appropriate use of tools (e.g., drawing implements, painting implements, sculpting implements, printmaking implements, and technological sources).
Demonstrate developmentally-appropriate care for tools and work space.
Demonstrate safe use of tools in making art.
- 1.2 Demonstrate developmentally-appropriate use of media (e.g., drawing, painting, sculpting, printmaking, and technology).
- 1.3 Demonstrate developmentally-appropriate proficiency in a variety of techniques (e.g. cutting, pasting, assemblage, mixing color, drawing using contour lines, working in relief, dry brushing, working with monochromatic scheme, painting wet into wet, mixing applications of various techniques, and sourcing technology).
Use correct vocabulary to describe techniques of making art.
- 1.4 Explore and implement various ways of sequentially developing art from a concept to a teacher-selected outcome.
- 1.5 Evaluate levels of craftsmanship of one's own and others' (peer and master) artwork through teacher-facilitated methods such as rubrics or critique.
Model developmentally-appropriate craftsmanship.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Demonstrate a precision in and explore the use of tools as modeled by the teacher.

- 1.1.2 Execute the intended use of tools as modeled by the teacher.
- 1.1.3 Execute the intended use of tools as coached by the teacher.

- 1.2.1 Demonstrate media in the intended manner as modeled by the teacher.
- 1.2.2 Execute a variety of media in the intended manner as modeled by the teacher.
- 1.2.3 Execute a variety of media in the intended manner as coached by the teacher.

- 1.3.1 Demonstrate a precision in the use of a variety of teacher sequenced techniques.
- 1.3.2 Execute a variety of teacher sequenced techniques.
- 1.3.3 Execute a variety of teacher selected techniques.

- 1.4.1 Demonstrate a precision in the use of a variety of processes as modeled by the teacher.
- 1.4.2 Execute a variety of processes as modeled by the teacher.
- 1.4.3 Organize and execute a variety of processes as modeled by the teacher.

- 1.5.1 Recognize and demonstrate levels of craftsmanship.
- 1.5.2 Demonstrate levels of craftsmanship.
- 1.5.3 Execute craftsmanship as modeled by the teacher.

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions.

Grade Level Expectations (GLEs)

The student will

- 2.1 Classify elements of art.
- 2.2 Apply elements of art.
- 2.3 Classify principles of design.
- 2.4 Apply principles of design.
- 2.5 Understand purpose in art.
- 2.6 Apply purpose in art.
- 2.7 Understand context in art.
- 2.8 Apply context in art.

Checks for Understanding (Formative/Summative Assessments)

- 2.1 Categorize the perceived intent of the elements of art in others' works of art.
Categorize the intended purpose of the elements of art in one's own works of art.
- 2.2 Create artwork using the elements of art with specific intent.
- 2.3 Categorize the perceived intent of the principles of design in other's works of art.
Categorize the intended purpose of the principles of design in one's own works of art.

- 2.4 Create artwork using the principles of design with specific intent.
- 2.5 Summarize the perceived reasons for the creation of artwork using teacher-given guidelines.
- 2.6 Create works of art with an intended purpose or combination of purposes.
- 2.7 Summarize the perceived meaning of artwork using teacher-given guidelines.
- 2.8 Create works of art with intended meaning.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Explain the elements of art found in selected artwork.
- 2.1.2 Classify and make inferences about the elements of art found in selected artwork
- 2.1.3 Compare the elements of art found in selected artwork.

- 2.2.1 Use chosen elements of art in one's own artwork.
- 2.2.2 Demonstrate chosen elements of art in one's own artwork.
- 2.2.3 Integrate chosen elements in one's own artwork.

- 2.3.1 Explain the principles of design found in selected artwork.
- 2.3.2 Identify and make inferences about the principles of design found in selected artwork
- 2.3.3 Compare the principles of design found in selected artwork.

- 2.4.1 Use chosen principles of design in one's own artwork.
- 2.4.2 Demonstrate chosen principles of design in one's own artwork.
- 2.4.3 Integrate chosen principles of design in one's own artwork.

- 2.5.1 Recognize the purpose of selected artworks through teacher-guided cues.
- 2.5.2 Discover and make inferences about the purposes of selected artworks through teacher-guided cues.
- 2.5.3 Explain the purpose of selected artworks through teacher-guided cues.

- 2.6.1 Select a purpose for one's own artwork.
- 2.6.2 Demonstrate chosen purposes in one's own artwork.
- 2.6.3 Integrate chosen purposes in one's own artwork

- 2.7.1 Recognize the context of selected artwork through teacher-guided cues.
- 2.7.2 Discover and make inferences about the context of selected artwork through teacher-guided cues.
- 2.7.3 Explain the context of selected artwork through teacher-guided cues.

- 2.8.1 Select a context for one's own artwork.
- 2.8.2 Demonstrate a chosen context in one's own artwork.
- 2.8.3 Integrate a chosen context in one's own artwork

Standard 3.0 Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas.

Grade Level Expectations (GLEs)

The student will

- 3.1 Select and demonstrate subject matter, symbols, and ideas in one's own artwork.
- 3.2 Analyze and evaluate subject matter, symbols, and ideas in one's own artwork.
- 3.3 Explain subject matter, symbols, and ideas in artwork of others.

Checks for Understanding (Formative/Summative Assessments)

- 3.1 Choose subject matter, symbols, and/or ideas with teacher guidance.
Execute pre-selected subject matter, symbols, and/or ideas in one's own artwork.
- 3.2 Reflect (written and/or verbal) on the subject matter, symbols, and/or ideas in one's own artwork.
- 3.3 Identify and hypothesize subject matter, symbols, and/or ideas in artwork of others (peers and masters).

Student Performance Indicators (SPIs)

The student will be able to

- 3.1.1 Implement subject matter, symbols, and ideas in one's own artwork as guided by the teacher.
- 3.1.2 Integrate subject matter, symbols, and ideas in one's own artwork as guided by the teacher.
- 3.1.3 Produce subject matter, symbols, and ideas in one's own artwork as guided by the teacher.
- 3.2.1 Deconstruct subject matter, symbols, and ideas in one's own artwork as guided by the teacher.
- 3.2.2 Reflect on subject matter, symbols, and ideas in one's own artwork as guided by the teacher.
- 3.2.3 Critique subject matter, symbols, and ideas in one's own artwork as guided by the teacher.

- 3.3.1 Categorize subject matter, symbols, and ideas in artwork of others.
- 3.3.2 Classify and make inferences about subject matter, symbols, and ideas in artwork of others.
- 3.3.3 Interpret subject matter, symbols, and ideas in artwork of others.

Standard 4.0 Historical and Cultural Relationships

The student will understand the visual arts in relation to history and cultures.

Grade Level Expectations (GLEs)

The student will

- 4.1 Understand and demonstrate that art comes from different cultures, times, and places.
- 4.2 Understand and demonstrate how culture, history, and art influence each other.

Checks for Understanding (Formative/Summative Assessments)

- 4.1 Classify sequences of events that influence art using teacher-guided activities.
Classify aspects of culture that influence art using teacher-guided activities.
- 4.2 Classify how culture, history, and art influence each other using teacher-guided activities.

Student Performance Indicators (SPIs)

The student will be able to

- 4.1.1 Analyze teacher-selected art from historical and contemporary cultures, times, and places.
- 4.1.2 Interpret teacher-selected art from historical and contemporary cultures, times, and places.
- 4.1.3 Compare and contrast teacher-selected art from historical and contemporary cultures, times, and places.

- 4.2.1 Discuss how culture, history, and art influence each other – past and present.
- 4.2.2 Interpret how culture, history, and art influence each other – past and present.
- 4.2.3 Compare and contrast how culture, history, and art influence each other – past and present.

Standard 5.0 Reflecting and Assessing

The student will reflect upon and assess the characteristics and merits of their work and the work of others.

Grade Level Expectations (GLEs)

The student will

- 5.1 Analyze and discuss the characteristics and merits of one's own artwork.
- 5.2 Analyze and discuss the characteristics and merits of artworks of others.
- 5.3 Understand and demonstrate that viewers have different responses to art.

Checks for Understanding (Formative/Summative Assessments)

- 5.1 Deconstruct the characteristics and merits of one's own artwork as guided, modeled or coached by the teacher.
Express (verbal and/or written) the characteristics and merits of one's own artwork.
- 5.2 Deconstruct the characteristics and merits of selected artworks of others as guided, modeled or coached by the teacher.
Express (verbal and/or written) the characteristics and merits of selected artworks of others.
- 5.3 Explain and show, through teacher-guided activities, that different viewers have different responses to art.

Student Performance Indicators (SPIs)

The student will be able to

- 5.1.1 Analyze the characteristics and merits of one's own artwork as guided by the teacher.
- 5.1.2 Analyze the characteristics and merits of one's own artwork as modeled by the teacher.
- 5.1.3 Analyze the characteristics and merits of one's own artwork as coached by the teacher.
- 5.2.1 Analyze the characteristics and merits of selected artwork of others as guided by the teacher
- 5.2.2 Analyze the characteristics and merits of selected artwork of others as modeled by the teacher.
- 5.2.3 Analyze the characteristics and merits of selected artwork of others as coached by the teacher.
- 5.3.1 Compare and contrast various responses to works of art as modeled by the teacher.
- 5.3.2 Compare and contrast various responses to works of art as coached by the teacher.
- 5.3.3 Compare and contrast various responses to works of art as facilitated by the teacher.

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Grade Level Expectations (GLEs)

The student will

- 6.1 Understand and discuss connections between visual arts and other arts disciplines.
- 6.2 Understand and discuss connections between visual arts and disciplines outside the arts.

Checks for Understanding (Formative/Summative Assessments)

- 6.1 Identify relationships between the visual arts and another arts discipline.
Express, through teacher-guided activities, relationships between the visual arts and another arts discipline.
- 6.2 Identify relationships between the visual arts and a discipline outside the arts.
Express, through teacher-guided activities, relationships between the visual arts and a discipline outside the arts.

Student Performance Indicators (SPIs)

The student will be able to

- 6.1.1 Compare and contrast connections between visual arts and other standards-based arts disciplines as guided by the teacher.
- 6.1.2 Explain connections between visual arts and other standards-based arts disciplines as guided by the teacher.
- 6.1.3 Explain connections between visual arts and other standards-based arts disciplines as modeled by the teacher.
- 6.2.1 Compare and contrast connections between visual arts and standards-based disciplines outside the arts as guided by the teacher.
- 6.2.2 Explain connections between visual arts and standards-based disciplines outside the arts as guided by the teacher.
- 6.2.3 Explain connections between visual arts and standards-based disciplines outside the arts as modeled by the teacher.