



### Student Learning Goals for Art

- The Student Will:
- Develop aesthetic awareness, imagination, perception, appreciation, knowledge and skills
  - Foster creativity, self-expression, self-confidence and self-discipline
  - Expand craftsmanship, problem solving abilities, cultural understandings and safety procedures
  - Participate in clean-up, share and help others, respect the property of the school and others, take turns, and work in groups

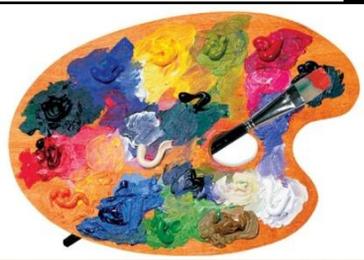
The Grade 3 essentials include continued development of fine motor skills, craftsmanship, and time management. Students should expand on their knowledge of the elements and principles of art. Students should increase cultural awareness and further their knowledge of the different genres of art.

#### Learning Skills in a 21<sup>st</sup> Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21<sup>st</sup> Century.

- Analyze
- Build
- Brainstorm
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Craftsmanship
- Critique
- Describe
- Distinguish between fact & opinion
- Draw Conclusions
- Follow Directions
- Formulate questions
- Improve
- Improvise
- Increase vocabulary
- Interpret
- Listen
- Manage time
- Observe
- Organize
- Outline
- Plan
- Predict outcomes
- Proofread
- Read critically
- Recognize cause & effect
- Recognize main ideas & details
- Recycle and repurpose
- Report
- Revise
- Self Assess
- Sequence
- Sketch
- Solve Problems
- Test
- Think inventively
- Think Imaginatively
- Use resources
- Use technology
- Work productively
- Write

Visual Communication and Production	Cultural Context and Art History	Judgment and Criticism	Aesthetics
<p>3.1 creative problem solving</p> <p>3.2 Brainstorming, sketching, planning, and reflecting to generate ideas and create</p> <p>3.3 demonstrate craftsmanship</p> <p>3.4 imaginative and expressive imagery</p> <p>3.5 develop ideas by a variety of sources</p> <p>3.6 create art that connects to personal experiences</p> <p>3.7 Color- intermediate, warm, cool</p> <p>Space-positive, negative</p> <p>Balance-symmetry, asymmetry, radial</p> <p>Contrast</p> <p>Patterns-motifs</p> <p>3.8 use organic and geometric shapes</p> <p>3.9 foreground, middleground, and background</p> <p>3.10 subtractive and additive processes to create sculptures (clay or other)</p>	<p>3.11 Identify how works of art and craft reflect times, places, and cultures.</p> <p>3.12 Identify different genres of art, including landscape, seascape, and cityscape.</p> <p>3.13 Identify how history, culture, and the visual arts influence each other.</p> <p>3.14 Identify common attributes of works of art created by artists within a culture.</p> <p>3.15 Examine the relationship between form and function in the artifacts of a culture.</p> <p>3.16 Compare and contrast art and architecture from other cultures.</p> <p>3.17 Identify common characteristics of various art careers.</p>	<p>3.18 Analyze and interpret portrait, landscape, still life, and narrative works of art.</p> <p>3.19 Analyze personal works of art, using elements of art and principles of design.</p> <p>3.20 Express informed judgments about works of art.</p>	<p>3.21 Describe the difference between art and non-art objects.</p> <p>3.22 Determine reasons why art has quality and value.</p> <p>3.23 Develop and describe personal reasons for valuing works of art.</p>
<p><b>Art Across the Curriculum:</b> The following assignments/activities are examples of how art w connect knowledge within and across the disciplines.</p> <ul style="list-style-type: none"> <li>• <b>Math - 3-d forms, use rulers, symmetry, and radial design</b></li> <li>• <b>Social Studies - Greece, Roman, and Mali cultures</b></li> <li>• <b>Language Arts - use books with lessons</b></li> <li>• <b>Science- moon phases and habitats</b></li> <li>• <b>Physical Education--</b></li> <li>• <b>Music--</b></li> </ul> <p>Pinterest: owl and moon , Greek architecture, 3-D forms, kaleidoscopes, and tree frogs</p>			
<p><b>Enrichment:</b> The following assignments and activities are designed to reinforce basic skills and to expand students; interest and abilities.</p> <p>Museum field trip Guest artists Art shows Technology</p>		<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Written: Artist statement, exit slips, journals, pre &amp; post tests</li> <li>• Visual Check</li> <li>• Oral critique</li> </ul>	



# Third Grade Visual Arts Concepts

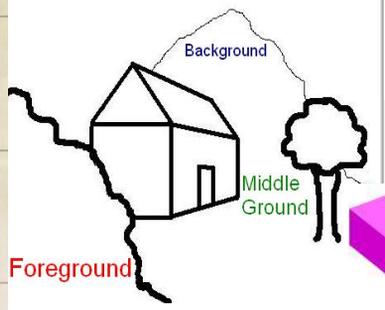
## Craftsmanship

How much effort are you putting forth?

	Exceptional Work Understands Assignment Enthusiastic Art Spirit! Always Uses Tools Appropriately Always Uses Time Wisely I CAN DO IT attitude	<b>3</b> With a comment
	Quality Work Understands Assignment Works Hard Uses Tools Appropriately Uses Time Wisely I CAN DO IT attitude	<b>3</b>
	Needs Reminder to make Quality Work Partially Understands Assignment Good & Poor Attitude Reminder to Use Tools Appropriately Often says: "I CAN'T DO IT."	<b>2</b>
	Poor Quality Work Does not care Does not try Does not listen, therefore does not understand assignment Poor attitude Does not use tools appropriately I CAN'T DO IT!	<b>1</b>



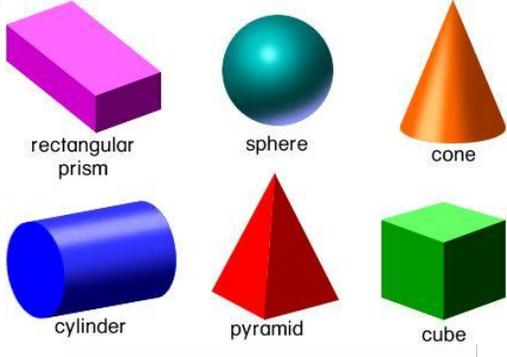
Ancient Greece



Landscape  
Cityscape  
Seascape



Color wheel



## ELEMENTS Of Art

## PRINCIPLES Of Art



- COLOR**  
HUE, VALUE, INTENSITY
- LINE**  
CONTOUR, CHARACTER, DIRECTION
- SHAPE/Form**  
GEOMETRIC, ORGANIC, 2D/3D
- SPACE**  
POSITIVE, NEGATIVE, DEPTH
- VALUE/SHADING**  
DENSITY, CONTRAST, RANGE
- TEXTURE/PATTERN**  
ACTUAL, SIMULATED, SURFACE

- EMPHASIS**
- BALANCE**
- RHYTHM RHYTHM**  
Repetition  
Repetition  
Repetition



- CONTRAST**
- PROPORTION**
- UNITY**
- VARIETY**

