

Visual Art: Third Grade

Standard 1.0 Media, Techniques, and Processes

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

Learning Expectations

The student will

- 1.1 Use a variety of tools and materials to create a work of art.
- 1.2 Use a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.
- 1.3 Use tools and materials in a safe and responsible manner.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize and use tools and materials to create a work of art.
- Experiment with techniques and processes to create an artwork that expresses an original idea.
- Use tools and materials as demonstrated.

Level 2

- Choose from a variety of tools and materials to convey personal ideas in a work of art.
- Create a work of art incorporating ideas from personal experiences, imagination, or observation using selected techniques and processes.
- Use, correctly, and maintain tools and materials.

Level 3

- Compare and contrast the effectiveness of tools and materials chosen to create a personal work of art.
- Compose an original work of art that communicates an idea from personal experiences, imagination, or observation using a variety of techniques and processes.
- Organize and manage tools and materials in a safe and responsible manner.

Sample Performance Task

Students will view reproductions of masks, from other cultures, made of clay, wood and fibers. The class will discuss moods, facial features and expressions found in the examples. Following a demonstration of various clay tools and methods such as coil building, slab construction,

scoring and slip techniques, relief, and applied texture, the students will create an original clay mask.

Assessment of the assignment will occur in two parts. The teacher will monitor correct use of tools and materials during the work period. After the work has been dried and fired, the student will conduct a self evaluation covering specific set criteria, such as, well joined parts, facial expression, and use of details.

Integration/Linkages

Health and Safety, Language Arts, Science, Measurement

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions.

Learning Expectations

The student will

- 2.1 Recognize and identify elements and principles of art.
- 2.2 Use the elements and principles of art to communicate ideas.
- 2.3 Develop an awareness of the function of art in their environment.
- 2.4 Create art with a specific function.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize some elements and principles in works of art.
- Create an artwork using elements and principles of art.
- Identify different functions of art in their environment.
- Create an assigned artwork with a specific function.

Level 2

- Identify all elements and some principles in works of art.
- Create an artwork using the elements and principles of art to communicate a simple idea.
- Identify different functions of art in their environment using assigned vocabulary.
- Create an artwork that serves a function in their environment.

Level 3

- Identify all elements and principles in works of art.

- Choose art elements and principles to communicate ideas in a work of art.
- Consistently identify different functions of art in their environment correctly using assigned vocabulary.
- Apply problem-solving skills to create a functional artwork that serves a purpose in their environment.

Sample Performance Task

In this art criticism lesson, the students will identify elements and principles of art in a reproduction of *Broadway Boogie Woogie*, an abstract painting by Piet Mondrian. Students will view the work and will trace with their fingers the vertical and horizontal lines found in the work. Students will name the colors in the work and identify the color families. Students will also identify evidence of other elements such as texture (flat), space and shapes. Students will then discuss balance, emphasis and rhythm in the art work.

The teacher will monitor the discussion noting participation by each student and contributions to the discussions. Next, show the students a different reproduction by the artist, *Composition with Red, Yellow and Blue*. In small groups, the students will identify as many of the elements and principles as possible.

Integration/Linkages

Color Theory, Science, Measurements, Music, Physical Education, History, Geometry

Standard 3.0 Evaluation

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

Learning Expectations

The student will

- 3.1 Explore and understand content in works of art by others.
- 3.2 Select subject matter and content in their own artworks.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- List what is seen in a work of art.
- Choose a subject or theme to be incorporated in their artwork.

Level 2

- Discuss the content of what is seen in a work of art.
- Choose subject matter, symbols and ideas that support the main idea of their own work.

Level 3

- Interpret the ideas, meanings, and the mood reflected in the artwork.
- Utilize subject matter, symbols, and ideas to communicate meaning in their artwork.

Sample Performance Task

The students will view the work *Peaceable Kingdom* by Edward Hicks. The teacher will allow the students to describe what they see in the work. The teacher should encourage every student to respond. Students can create a listing of subjects seen in the painting. After writing the title of the work on the board, the teacher will use open ended questions to guide the students in interpreting meanings from the work. Any student responses should be encouraged and not judged as right or wrong. For example, “Why do you think the artist titled the work *Peaceable Kingdom*?” “Who are the people in the background?” “What might they be doing?” “Why did the artist place the children in the foreground with these particular animals?”

The teacher will observe student responses and monitor to ensure participation by all students.

Integration/Linkages

History, Social Studies, Science, Symbolism, Traffic Safety, Language Arts, Communication Skills, Writing

Standard 4.0 Historical and Cultural Relationships

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

Learning Expectations

The student will

- 4.1 Relate works of art to different times, civilizations and places.
- 4.2 Discuss how art, history, and culture influence each other.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Discuss art created by people from selected cultures and selected historical periods.
- Define connections between art, cultures, and history.

Level 2

- Recognize that art reflects characteristics of different periods in history.
- Identify connections between art, cultures, and history.

Level 3

- Relate historical events to changes in art styles and methods.
- Compare and contrast connections between art, cultures, and history.

Sample Performance Task

In this lesson, the students will view images of Ancient Egyptian artifacts and discuss the discovery of King Tutankhamen's tomb in the 1920's by Howard Carter. The artifacts toured world wide influencing architects, designers and other artists. During the discussion, the teacher should guide the student to understand the impact of this discovery on the popular styles of clothing, furniture, and artwork of the early twentieth century Art Nouveau and Art Deco movements. The teacher will show the students images of popular culture items of the time such as magazine advertisements, china patterns, home décor, and jewelry that take imagery from the ancient Egyptian culture.

As an assessment of their learning, the students will design a modern day piece of clothing or jewelry influenced by the Egyptian culture.

Integration/Linkages

History, Geography, Social Studies, World Cultures, Industry and Design

Standard 5.0 Reflection and Assessment

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

Learning Expectations

The student will

- 5.1 Recognize that artists create work for a variety of purposes.
- 5.2 Discuss the characteristics and merits of their work and the work of others.
- 5.3 Understand that viewers have different responses to artworks.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Relate an artwork to the purpose intended by the artist.
- List characteristics of their own artwork and the work of others.
- Express and respect various opinions in response to viewing artwork.

Level 2

- Describe the purpose intended by the artist for a work of art.
- Discuss how characteristics of art works fit specific criteria.
- Explain different opinions during discussion of artwork.

Level 3

- Interpret the purpose intended by the artist for a work of art.
- Interpret how their work and the work of others meet intended criteria.
- Interpret various viewpoints when responding to an artwork.

Sample Performance Task

In groups of two, students will view Grant Wood's *American Gothic*. The students will discuss with their partner the following questions: "Who are these people?" "Where are they?" "How are they feeling?" Tell a story about these characters and prepare a short skit to perform for your classmates. After all teams have presented their skits, the class will discuss differences in the responses to the artwork.

Assessment is based on class participation and acceptance of other interpretations of the artwork.

Integration/Linkages

History, Social Studies, Literature, Communication Skills, Interpersonal and Social Skills, Guidance, Career Goals

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Expectations

The student will

- 6.1 Experience similarities and differences between the visual arts and other arts disciplines.
- 6.2 Identify connections between the visual arts and other disciplines in the curriculum.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Participate in activities which combine the visual arts and other arts disciplines.
- Explore connections between the visual arts and other disciplines in the curriculum.

Level 2

- List similarities and differences in the visual arts and works from other arts disciplines.
- Recognize connections between other disciplines and visual arts.

Level 3

- Recognize similarities and differences in the visual arts and other arts disciplines.
- Employ visual art skills in connection with other disciplines.

Sample Performance Task

Students will examine the connection between music and Wassily Kandinsky's abstract paintings. The teacher will provide background information on Kandinsky including the fact that he studied piano and cello as a child living in Russia . His paintings were titled with parallel art and musical terms, such as "improvisation" and "composition". Students are provided this quote from Kandinsky, "I applied streaks and blobs of color onto the canvas with a palette knife, and I made them sing with all the intensity I could." Vocabulary for this lesson includes movement, rhythm, harmony, line, and tone. The students will listen to a recording of a composition by a Russian composer and pretend to paint in the air by imagining the color, shapes and lines (Suggested listening samples: *Peter and the Wolf* by Prokofiev, *The Nutcracker* by Tchaikovsky, *Pictures at an Exhibition* by Mussorgsky). Then students will listen to a musical composition and create a painting with shapes, lines and colors.

The lesson ends with a discussion of student paintings in relation to the music heard during the activity.

Integration/Linkages

Music, History, Science, Mathematics, Language, Communication Skills