

**CREATIVE EXPRESSION:** *Students will create works of art that reflect unique interpretations, experiences, ideas and feelings. \* Visual art forms refer to architecture and environmental art, ceramics, communication design, drawing, electronic arts, fine crafts, painting, photography, printmaking, sculpture.*

Related Standard	3-5 Priority Standards	Bloom's Level	3 <sup>rd</sup> Grade Indicators
N 2 IL 26 VA 1 CP 5	3-5-a. <u>Demonstrate</u> understanding of differences in materials and techniques used to produce works of art.	2	Use colors of related families in a painting or drawing.  Create drawings or paintings that illustrate how materials can create broad areas of color versus small details.
N 3 IL 26 VA 1 CP 2	3-5-b. <u>Develop</u> personal expression by <u>creating</u> a variety of works from the visual art forms* that combines inspiration from artists and cultural influences, observation, life experiences and/or imagination.	6	Develop skill in drawing from observation.  Create a work of art with a particular visual effect or intended message for the viewer.
N 1 IL 26 VA 1 CP 2 CP 6	3-5-c. <u>Create</u> original works incorporating various elements and principles of design, materials, techniques, and processes to <u>communicate</u> ideas, feelings, meaning and/or understanding.	6	Demonstrate the purposeful use of compositional elements, including texture, balance, line and color. Use overlapping in compositions. Use the elements of art to add decorative qualities to their art work. Choose and use a form of balance: symmetrical, asymmetrical or radial.
	<b>Big Ideas</b>		<b>Artists choose materials and tools with purpose, so they can bring their ideas to life.</b>
	<b>Essential Questions</b>		<b>Why do artists choose certain tools and materials?</b>

**CRITICISM AND AESTHETICS: Students will reflect upon and assess the characteristics and merits of art works.**

Related Standard	3-5 Priority Standards	Bloom's Level	3 <sup>rd</sup> Grade Indicators
N 5 IL 25 VA 3 CP 2	3-5-a. <u>Use</u> knowledge of the elements and principles of art to <u>interpret</u> the content, styles and/or meaning of works.	3,4	Identify elements (line, texture, color, space) and principles (balance, movement, emphasis) of art as vocabulary words that allow us to describe and discuss a visual work of art.  Identify the center of interest in an artwork. Identify Color Families: primary, secondary, intermediate, warm, cool, and complimentary. Identify use of balance: symmetrical, asymmetrical, and radial. Discuss purposeful vs. accidental use of compositional elements in artworks.
N 5 IL 25 VA 3 CP 6	3-5-b. <u>View</u> a visual art work and <u>provide</u> feedback to the artist (peer).	5	Students will use specific elements and principles vocabulary to peer review the work of classmates. They will recognize that feedback to an artist is part of a loop: motivation — intention — creation — communication. Discussion at any point in the loop has an influence on the artist.
N 5 IL 27 VA 2 CP 5	3-5-c. <u>Understand</u> and <u>demonstrate</u> acceptable rules of behavior when attending visual arts events (e. g., museum and gallery exhibits, artists' demonstrations, artists' lectures	2	Viewing a work of art in a public space requires respect for everyone's viewing experience (quiet, taking turns in front of the work) We all bring our past experiences and ideas with us when we view a work of art. Our opinions of a work of art may not match others opinions and that is o.k.
N 3 IL 27 VA 2 CP 2 CP 5	3-5-d. <u>Investigate</u> <i>why</i> artists from their own, and other cultural/historical periods use elements and principles to persuade and influence.	4	Analyze a work of art using the elements and principles to determine what influence the artist is trying to have on the viewer.
N 6 IL 27 VA 2 CP 5	3-5-e. <u>Demonstrate</u> awareness that there are a variety of careers in the visual arts.	2	Discuss the questions; "Do artists just create art "in a frame" for decoration? What do artists "do" with their art?
N 3 IL 25 VA 3 CP 7	3-5-f. <u>Use</u> appropriate vocabulary to <u>explain</u> ideas and demonstrate understanding in the visual arts.	3	<u>Identify</u> the ideas of the artist in a work of art related to basic elements (shape, line, color, texture) and principles (repetition, pattern, space, balance) of art.
	<b>Big Ideas</b>		<b>Art is a visual language. Artists communicate ideas through their work.</b>
	<b>Essential Questions</b>		<b>How does an artist communicate an idea? How does an artist judge the effectiveness of his or her communication through a work of art?</b>

## 3rd Grade Art

***CULTURAL HERITAGE: Students will understand the cultural contributions (social, ethical, political, religious) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.***

Related Standard	3-5 Priority Standards	Bloom's Level	3 <sup>rd</sup> Grade Indicators
N 4 IL 27 VA 2 CP 3 CP 5	3-5-a. <u>Recognize</u> common subjects, major styles and/or techniques in the visual art forms of various artists, periods in history or cultural/ethnic groups.	1	<p>Recognize that various cultures use art in celebration, rituals, and festivals.</p> <p>Recognize how illustration is used to enhance literature and advertisements in our popular culture.</p> <p>Identify various forms of Native American art.</p> <p>Identify self-portraits of two famous artists.</p>
N 4 IL 27 VA 2 CP 3	3-5-b. <u>Recognize</u> why works of art from across cultures and historical eras should be available for all to see: museums, auditoriums, theatres, books and poetry, etc.	1	<p>Discuss the function of an art gallery, art museum, and art studio.</p> <p>Deduce why it is important for all people to have access to art works from world cultures in local museums, auditoriums, theaters, etc., for all to see.</p>
	<b>Big Ideas</b>		<b>Art is a reflection of the artist, the culture (in which it was created) and their values.</b>
	<b>Essential Questions</b>		<b>What does a work of art tell us about the artist?</b> <b>What does a work of art tell us about society?</b>

## 3rd Grade Art

***CIVIL BEHAVIOR IN ART: Students will demonstrate qualities related to the District Civil Behavior initiative: responsibility, motivation, positive attitude, excellence and empathy.***

Related Standard	3-5 Priority Standards	Bloom's Level	3 <sup>rd</sup> Grade Indicators
N 2 IL 26 VA 1 CP 5	3-5-a. <u>Use</u> materials and tools in a safe and responsible manner while <u>making</u> art and <u>keeping</u> the art room clean.	3, 2,	Use art tools and materials safely, as the teacher demonstrates. Clean up after yourself and as a team. Remain <b>attentive</b> during discussions, presentations, demonstrations, and <b>follow directions</b> given during those times.
N 3 IL 26 VA 1 CP 2	3-5-b. <u>Respect</u> the studio environment of the art room and the ideas and artwork of others by <u>offering</u> positive remarks and constructive criticism.	5	Recognize all ideas in art have value. Everyone wants to make art that is appreciated, so complement others on the successful parts of their work. If you have an idea about someone's art, ask if you can share it; but know they do not have to follow your idea.
N 1 IL 26 VA 1 CP 2 CP 6	3-5-c. While <u>creating</u> art, <u>recognize</u> the creative process requires trial-and-error and fix-up strategies to be most successful.	1	Make art without being afraid to try new things. Try again if you do not like the first try. Turn a mistake into a new idea. Learn from your mistakes, so you do not have to repeat them.
N 6 IL 27 VA 2 CP 5	3-5-d. <u>Demonstrate</u> awareness that works of art can communicate that the artist cares about others even those he or she may have never met.	2	Create art to communicate feelings; tell stories. Create a work of art that shows (says) how you feel about the world around you, even a place you have not visited; how you feel about people, even if you have not met them.
	<b>Big Ideas</b>		<b>Safe, respectful, responsible and ready!</b>
	<b>Essential Questions</b>		<b>How does my behavior affect my learning and creative expression?</b>

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