

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 3

Essential Learning 1: The student understands and applies arts knowledge and skills.

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	<ul style="list-style-type: none"> • Uses line to create details. • Recognizes the relationship between 2D shape and 3D form (e.g., circle/sphere). • Identifies and mixes intermediate colors (e.g., to create analogous color schemes). • Identifies and makes light, dark, and middle values. • Identifies and uses the spatial concepts of positive/negative space. • Uses texture in two and three dimensional work. 	<ul style="list-style-type: none"> • Uses line to show textures, form and movement. • Makes three dimensional shapes. • Makes a color wheel that includes intermediate colors (tertiary colors). • Composes, uses analogous color. • Creates mood, uses light, middle and dark values. • Find negative/positive space in classroom. • Simulates texture in two dimensional works. • Creates texture on three dimensional works. 	<p>Use of line to show textures, form and movement.</p> <p>Knowledge of intermediate colors and analogous color and ability to create mood.</p> <p>Understands difference between three dimensional and two dimensional work and ability to make 3D shapes.</p>	<ul style="list-style-type: none"> √ Clay for 3-D. √ Trace an object to create negative space (i.e., scissors color the negative space – use small paper. √ Map of Africa. Use texture to show mountains, rivers, deserts (Social Studies). √ Discuss <i>Combination Concrete</i>, by Davis. Do activity called “Paper Weaving.” √ Discuss <i>The Mandrill</i>, by Kokoschka, or <i>A Bathing Place at Asnieres</i>, by Seurat Do activities called “Kangaroo” and “Bean Art” √ Discuss <i>Tridem K</i>, by Vasarely. Trace an object to create negative space around it. Do activity called “Melting Snowflakes.”

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1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/ dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> Identifies and uses movement within an artwork. 	<ul style="list-style-type: none"> Direct viewers eye to a focal point in a composition. 	Develops a focal point in a composition.	<ul style="list-style-type: none"> √ Discuss <i>The Scarecrow</i>, by Wyeth. Do activity called “Spooky Trees.” √ Discuss print <i>Torn Hat</i>, by Sully. Do activity called “Hat Art.”
1.2 Develops arts skills and techniques.	<ul style="list-style-type: none"> Blends art media for different visual purposes. Demonstrates proper care of tools and materials. Uses line to create details. 	<ul style="list-style-type: none"> Create mixed media artwork. Maintains and organizes art material appropriately. Demonstrates fine motor skills through drawing details on objects. 	Designs a map showing details of different geographic marks.	<ul style="list-style-type: none"> √ Adds lines on an African map to show details of different geography marks (Social Studies). √ Discuss art print “Deer, Bat and Pine” by Toyohiko. √ Do activity called “Bamboo Art.”

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1.3 Understands and applies arts styles from various artists, cultures, and times.	<ul style="list-style-type: none"> • Describes the differences in style between two artworks. 	<ul style="list-style-type: none"> • Identifies different cultures, time and elements in two pieces with similar subject matter. • Appreciate the diversity of creative expression in self and others. 	Compares difference between two works of art.	Art prints: ✓ <i>The Banjo Lesson</i> , by Tanner, and <i>Old Man and Grandson</i> , by Ghirlandaio (Social Studies). Do activities called “ Outer Space” and “ Creating Texture.”
1.4 Applies audience skills in a variety of arts settings and performances.	<ul style="list-style-type: none"> • Demonstrates audience response skills. 	<ul style="list-style-type: none"> • Identify art elements found within activity. • Demonstrates appropriate behavior in a variety of settings. 	Identifies art elements found within activity and demonstrates appropriate behavior.	✓ Attend assemblies, public performances, or visit art museums. ✓ Attend Seattle Art Museum to view African Exhibit.

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ELEMENTARY VISUAL ART

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Essential Learning 2: The student demonstrates thinking skills using artistic processes.

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Reflects for the purpose of elaboration and self-evaluation • Refines work based on feedback • Presents work to others 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process. 	<ul style="list-style-type: none"> • Responds to the purpose of composition (e.g., make a piece of artwork for specific purpose). • Identifies art concepts, vocabulary, skills, and techniques. 	Creates art for a specific purpose.	✓ Create art for Youth Art Month, or Science Fair.

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 3

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<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a performance process. 	<ul style="list-style-type: none"> • Selects and prepares own work for public display. • Completes a project with a team. 	<p>Selects and prepares own work for public display.</p>	<ul style="list-style-type: none"> √ Reflect in a journal what it was like to be in an art show. √ Participate in a community art project. √ Science Fair or Youth Art Month.

North Kitsap School District
Essential Academic Learning Requirements
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GRADE 3

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2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process. 	<ul style="list-style-type: none"> • Begin to evaluate and make judgment about a wide range of art. • Recognizes a variety of media, techniques, and processes. 	Evaluates and makes judgments about a wide range of art using previously learned art concepts, vocabulary, skills and techniques through a responding process.	<ul style="list-style-type: none"> √ Compare <i>The Bridal Path, White Mountains</i>, by Homer and <i>Dismounted: The 4th Troopers Moving</i>, by Remington. √ Do activities called “Linear Pattern Art” and “Crayon Resist.”

Essential Learning 3: The student communicates through the arts.

To meet this standard the student will:

3.1 Uses the arts to express and present ideas and feeling.	<ul style="list-style-type: none"> • Identifies how ideas are expressed through the arts. 	<ul style="list-style-type: none"> • Understand art serves many purposes and functions: <ul style="list-style-type: none"> - express feelings - express ideas • Begin process of transforming personal experiences into art forms. 	Understands process of transforming personal experiences into art forms.	<ul style="list-style-type: none"> √ Discuss <i>Senora Francisco Sabasa Garcia</i>, by Jose’ de Goya. √ Do activity called “Line Portraits.”
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3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., inform, motivate). 	<ul style="list-style-type: none"> Understands art serves many purposes and functions: <ul style="list-style-type: none"> to inform entertain persuade 	Has ability to understand use of art to inform, entertain or persuade.	√ Create art for school play or event.
3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> Recognizes that aesthetic choices are influenced by environment and experience. 	<ul style="list-style-type: none"> Identify and articulate personal reactions and feelings when viewing works of art. 	Developed ability to identify and articulate personal reactions to art.	√ Keep art journal for use when art docent comes.
Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.				
To meet this standard the student will:				
4.1 Demonstrates and analyzes the connections among the arts disciplines.	<ul style="list-style-type: none"> Identifies common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif). 	<ul style="list-style-type: none"> Using two different art disciplines convey a common topic. For example, use visual art and music or language art. 	Developed ability to convey a common theme using two different art disciplines.	√ Posters with proud of country theme. √ Use themes from social studies and science. √ Draw to music.

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4.2 Demonstrates and analyzes the connections between the arts and other content areas.	<ul style="list-style-type: none"> • Applies arts knowledge and skills to reinforce learnings in other content areas. 	<ul style="list-style-type: none"> • Draws to understand math concepts (multiplication/division). • Makes 3-D shapes for math and science. 	Draws to understand math concepts in every day math and science.	<ul style="list-style-type: none"> √ Crystal formation in geology (<i>Stories in Stone</i> book). √ Have students draw math concept as well as solve problem.
4.3 Understands how the arts impact lifelong choices.	<ul style="list-style-type: none"> • Identifies how the arts impact choice of activities outside of school. 	<ul style="list-style-type: none"> • Describe some ways that people are involved in the visual arts and performing within a community. 	Lists ways people use the arts in a community.	<ul style="list-style-type: none"> √ Discuss <i>Deer, Bat and Pine</i>, by Toyohiko, Keibun and Toyo. √ Visit local community art during Youth Art Month.
4.4 Understands that the arts shape and reflect culture and history.	<ul style="list-style-type: none"> • Recognizes that artworks reflect culture. 	<ul style="list-style-type: none"> • Recognizes themes and symbols of different historical periods and cultures. • Become aware of contemporary and historical artists and their work. 	Lists art works, which reflect different historical periods and cultures.	<ul style="list-style-type: none"> √ Review prints covered in class, guess which print is oldest.
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	<ul style="list-style-type: none"> • Identifies career roles in the arts. • Meets goals and deadlines to complete work. 	<ul style="list-style-type: none"> • Lists ways people use art as a career. • Completes artwork in response to rubric on time. 	Ability to list career roles in the arts.	<ul style="list-style-type: none"> √ Play “What’s My Line” style of game using flash cards listing various careers in art.