

## Eads Elementary School Visual Arts Standards Third Grade

### Visual Arts Standard #1

Students recognize and use the visual arts as a form of communication

Ref.	Expectations	P	PP	IP	US
3-1a.	Recognize that artists apply innovative solutions to solve visual problems.				
3-1b.	Create a work of art based upon an interpretation of a sensory experience.				
3-1c.	State the rationale for the choices or options selected in resolving the artistic problem.				
3-1d.	Recognize that there are various solutions to a single art problem.				
3-1e.	Create art to communicate real and imaginary sources.				
3-1f.	Create works of art inspired by spoken and written stories and poems.				

### Visual Arts Standard #2

Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Ref.	Expectations	P	PP	IP	US
3-2a.	Recognize and apply the <i>Principles of Design</i> : <i>Contrast</i> <i>Rhythm</i> (regular, random, alternating) <i>Repetition</i> <i>Pattern</i> (simple and complex) <i>Proportion</i> (size relationships) <i>Balance</i> (symmetry)				
3-2b.	Recognize and apply the <i>Elements of Art</i> : <i>Lines</i> -Types - straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, horizon, contour, broken Variation - width and length, depth, thick and thin <i>Shapes</i> -Types - geometric - square, circle, rectangle, oval, triangle organic shapes - free-form, open and closed, simple and complex <i>Form</i> - Types - geometric, sphere, organic Variation - length, width, depth, thick and thin, simple and complex <i>Texture</i> - Types - visual and tactile Variation - rough, smooth, hard, soft, <i>Space</i> - Types - actual and implied Concepts - overlapping, object size, positive and negative, empty and full, close and far, point of view- foreground, middleground, background, composition <i>Color</i> - Types - primary, secondary, intermediate, neutral Schemes - complementary, warm and cool Concepts - color wheel, hue, opaque, transparent <i>Value</i> - Types - light, medium and dark				

### Visual Arts Standard #3

Students know and apply visual arts materials, tools, techniques, and processes.

Ref.	Expectations	P	PP	IP	US
3-3a.	Create a two-dimensional artwork that demonstrates an understanding of depth (e.g. foreground, middleground, background.)				
3-3b.	Construct a three-dimensional piece of artwork using found objects.				
3-3c.	Explore different techniques and materials to create a weaving.				
3-3d.	Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate, pass a safety assessment.				

Visual Arts Standard #4

Students relate the visual arts to various historical and cultural traditions.

Ref.	Expectations	P	PP	IP	US
3-4a.	Describe artworks with a similar theme from different time periods.				
3-4b.	Make observations about the lives and times of artists by looking at their work.				
3-4c.	Describe how art is a historical record.				
3-4d.	Become familiar with names of artists and examples of their art.				
3-4e.	Identify themes in art such as portraits, landscapes and still lives.				

Visual Arts Standard #5

Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Ref.	Expectations	P	PP	IP	US
3-5a.	Recognize some Elements and Principles of design in a work of art.				
3-5b.	Distinguish between realistic or non-realistic art.				
3-5c.	Use selected criteria as the basis of making judgments about works of art.				
3-5d.	Develop and describe personal reasons for valuing works.				

Adopted Spring 2003