

# 3<sup>rd</sup>-5<sup>th</sup> Grade

## Visual Arts Curriculum Objectives

CREATE: <i>Imagine and develop artistic ideas and work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Brainstorm and elaborate on imaginative ideas to generate innovative concepts. (3, 4, 5)</li> <li>● Investigate personal ideas and/or cultural background through the art-making process. (3)</li> <li>● Create artwork using a variety of materials and approaches. (3, 4, 5)               <ul style="list-style-type: none"> <li>○ Ex: pencil, colored pencils, pens, crayons, markers, oil pastel, tempera, tempera-cakes, watercolor, stamps, sponges, paper, glue, clay, yarn, and found objects</li> </ul> </li> <li>● Develop skills in multiple art-making forms through practice. (3, 4, 5)               <ul style="list-style-type: none"> <li>○ Ex: drawing, painting, printmaking, mixed media, and sculpture</li> </ul> </li> <li>● Create collaborative artwork that has meaning and purpose. (4)</li> <li>● Demonstrate care and safe use of materials, tools and equipment. (3, 4, 5)</li> <li>● Enhance and revise artwork by adding details and considering peer discussion and self-reflection. (3, 4, 5)</li> <li>● Use art vocabulary to create an artist statement to describe personal choices. (5)</li> </ul>	<p><b>Cr1a-3, 4, 5</b>  <b>Cr1b-3, 4, 5</b>  <b>Cr2a-3, 4, 5</b>  <b>Cr2b-3, 4, 5</b>  <b>Cr2c-3, 4, 5</b>  <b>Cr3a-3, 4, 5</b></p>
PRESENT: <i>Interpret and share artistic work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Participate in the discussion and planning of exhibiting art. (3)</li> <li>● Analyze how technology has impacted the presentation of artwork. (4)</li> <li>● Consider the presentation and protection of art in the past and present. (5)</li> <li>● Identify how different cultures record and illustrate stories and preserve history through art. (3)</li> <li>● Discuss purposes of exhibiting art in different venues. (4)</li> <li>● Cite evidence about how an exhibition provides information about a specific concept or topic. (5)</li> </ul>	<p><b>P4a-3, 4, 5</b>  <b>P5a-3, 4, 5</b>  <b>P6a-3, 4, 5</b></p>
RESPOND: <i>Understand and evaluate how the arts convey meaning.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Use art-specific vocabulary to discuss and respond to a work of art. (3, 4)               <ul style="list-style-type: none"> <li>○ Elements of Art: line, color, value, space, form, texture, and space</li> <li>○ Principles of Art: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity</li> </ul> </li> <li>● Use art-specific vocabulary to compare personal art to art from similar media and/or art from different cultures. (5)</li> <li>● Discuss and analyze imagery that convey messages and analyze cultural associations suggested by visual imagery. (3, 4, 5)               <ul style="list-style-type: none"> <li>○ Ex: skulls and skeletons used in Day of the Dead festivals, guardian totems in Haida culture, broken chain as symbol of freedom, etc.</li> </ul> </li> <li>● Interpret art by referring to contextual information and analyzing relevant and non-relevant information to determine mood, message, and/or meaning of that artwork. (3, 4, 5)</li> <li>● Distinguish their preference for an artwork based on evaluation which is based on some given criteria. (3, 4, 5)</li> </ul>	<p><b>R7a-3, 4, 5</b>  <b>R7b-3, 4, 5</b>  <b>R8a-3, 4, 5</b>  <b>R9a-3, 4, 5</b></p>

<ul style="list-style-type: none"> <li>○ Ex: realism, usefulness, expressiveness, formal excellence, craftsmanship etc.</li> </ul>	
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<b>CONNECT:</b> <i>Relate artistic ideas and work personal meaning and external context.</i>	<b>Standards</b>
Students will: <ul style="list-style-type: none"> <li>● Develop a work of art that reflects observations of environmental surroundings, community or cultural traditions. (3, 4)</li> <li>● Create a work of art that reflects their environment from a new perspective. (5)</li> <li>● Recognize that responses to art change over time. (3, 4)</li> <li>● Infer information about time, place, culture through observation of art. (3, 4)</li> <li>● Identify how art is used to inform or change beliefs, values, or behaviors. (5)</li> </ul>	<b>Co10a-3, 4, 5</b> <b>Co11a-3, 4, 5</b>

# 3<sup>rd</sup> Grade Visual Arts Standards: Create

## Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

<b>Anchor Standard #1:</b> Generate and conceptualize artistic ideas and work.				
<b>Enduring Understandings:</b> Creative and innovative thinking are essential life skills to be developed.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking?</li> <li>• What encourages people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the context histories, and traditions of art forms help us create works of art and design?</li> </ul>				
<b>Grade Level Standards:</b>				
<p><b>1a-3:</b> Brainstorm and elaborate on an imaginative idea (Example: artwork based on a story or fantasy).</p> <p><b>1b-3:</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas or cultural background through the art-making process.</p>				
<b>Anchor Standard #2:</b> Organize and develop artistic ideas and work.				
<b>Enduring Understandings:</b> Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>• How do artists/designers work and reflect on the direction of their work?</li> <li>• How do artists/designers learn from trial and error?</li> <li>• What responsibilities come with the freedom to create?</li> <li>• How do objects, artifacts, places, and design shape lives and communities?</li> </ul>				
<b>Grade Level Standards:</b>				
<p><b>2a-3:</b> Create artwork using a variety of artistic processes, materials.</p> <p><b>2b-3:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment.</p> <p><b>2c-3:</b> Individually or collaboratively construct representations, diagrams, or maps of places that are part of your personal or cultural life.</p>				
<b>Anchor Standard #3:</b> Refine and complete artistic work.				
<b>Enduring Understandings:</b> Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>• What role does perseverance play in revising, refining, and developing work?</li> <li>• Considering art forms and careers, how do artists/designers grow and become accomplished?</li> <li>• How do artists/designers create works of art or design that communicate effectively?</li> </ul>				
<b>Grade Level Standard:</b>				
<b>3b-3:</b> Enhance visual information by adding details in an artwork.				
<b>Crosswalk Standards</b>				
<a href="#">Reading Standards for Literature</a>	<a href="#">Reading Standards for Informational Text</a>	<a href="#">Social Studies</a>	<a href="#">Science</a>	<a href="#">Writing</a>
RL.3.6	RI.3.6, RI.3.7	3G-1	3-5 ETS.1-2	W.3.1, W.3.2, W.3.4

# 3<sup>rd</sup> Grade Visual Arts Standards: Present

## Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

<p><b>Anchor Standard #4:</b> Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.</p>	
<p><b>Enduring Understanding:</b> Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do people value objects, artifacts and fine artworks, and select them for presentation?</li> <li>• What criteria, methods and processes are used to select work for preservation or presentation?</li> <li>• How are artworks cared for, and by whom?</li> </ul>	
<p><b>Grade Level Standard:</b>  <b>4a-3:</b> Investigate and discuss possibilities and limitations of spaces for exhibiting artwork.</p>	
<p><b>Anchor Standard #5:</b> Develop and refine artistic work for performance, presentation, and/or production.</p>	
<p><b>Enduring Understanding:</b> Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does the role of revision play in creating artwork?</li> <li>• What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>	
<p><b>Grade Level Standard:</b>  <b>5a-3:</b> Identify exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center, etc.) and write an artist statement (such as a descriptive sentence).</p>	
<p><b>Anchor Standard 6:</b> Perform, present, and/or produce artistic work.</p>	
<p><b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of exhibiting art?</li> <li>• How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?</li> </ul>	
<p><b>Grade Level Standard:</b>  <b>6a-3:</b> Identify and explain how and where different cultures record and illustrate stories and preserve history through art.</p>	
<p><b>Crosswalk Standards</b></p>	
<p><a href="#"><u>Reading Standards for Literature</u></a></p>	<p><a href="#"><u>Social Studies</u></a></p>
<p><b>L.3.1, SL.3.3</b></p>	<p><b>3C/H1</b></p>

# 3<sup>rd</sup> Grade Visual Arts Standards: Respond

## Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

<b>Anchor Standard 7:</b> Recognize and analyze artistic work, including those from diverse cultural tradition.		
<b>Enduring Understanding:</b> Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world and constructed environments. Art/design and images influence understanding of and responses to the world.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art?</li> <li>• How does learning about art impact how we interpret the world?</li> <li>• What can we learn from our responses to art?</li> </ul>		
<b>Grade Level Standards:</b>		
<p><b>7a-3:</b> Use art-specific vocabulary to speculate about processes (such as texture marks in clay, pasted paper in collage, brush marks in a painting) an artist used to create a work of art.</p> <p><b>7b-3:</b> Compare images based on expressive properties (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).</p>		
<b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work		
<b>Enduring Understanding:</b> People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer “read” a work of art as text?</li> <li>• How does learning and using art vocabulary help us understand and interpret works of art?</li> </ul>		
<b>Grade Level Standard:</b>		
<b>8a-3:</b> Interpret art by referring to contextual information (e.g., artist’s life, times) and analyzing relevant subject matter, elements, principles, and use of media.		
<b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work		
<b>Enduring Understanding:</b> People evaluate art based on varied criteria.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary?</li> <li>• How can people appreciate and respect a work of art aside from personal preference?</li> <li>• How does collaboratively reflection on artwork help us experience it more completely?</li> </ul>		
<b>Grade Level Standard:</b>		
<b>9a-3:</b> Distinguish one’s preference for an artwork from one’s evaluation of that artwork (“I like it,” is a preference while “It is good because…” is an evaluation).		
<b>Crosswalk Standards</b>		
<a href="#"><u>Speaking and Listening</u></a>	<a href="#"><u>Social Studies</u></a>	<a href="#"><u>Science</u></a>
SL.3.3	3C/H2	3-5 ETS.1-2, 3-5 ETS.1-3

# 3<sup>rd</sup> Grade Visual Art Standards: Connect

## Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

<b>Anchor Standard #10:</b> Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.				
<b>Enduring Understanding:</b> Participation in the arts encourages people to connect experiences to construct meaning.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>How does participating in and with art enrich people’s lives and raise awareness of community and environment?</li> </ul>				
<b>Grade Level Standard:</b>				
<b>10a-3:</b> Develop a work of art based on observations of environmental surroundings. <b>1-5:</b> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.				
<b>Anchor Standard #11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
<b>Enduring Understanding:</b> People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>How does art help us understand the lives of people of different times, places, and cultures?</li> <li>How is art used to impact the views of a society?</li> <li>How does art influence, enhance, and preserve aspects of life?</li> </ul>				
<b>Grade Level Standard:</b>				
<b>11a-3:</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made (e.g., compare initial responses to ones formed after study of context). <b>1-5:</b> Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.				
<b>Crosswalk Standards</b>				
<u><a href="#">Reading for Informational Text</a></u>	<u><a href="#">Reading Standards for Literature</a></u>	<u><a href="#">Alaska Cultural Standards</a></u>	<u><a href="#">Science</a></u>	<u><a href="#">Writing</a></u>
RI.3.3	RL.3.7	3C/H1, 3C/H2	3LS 4-1, 3LS 4-2	W.3.2, W.3.8