



**VISUAL ARTS STANDARDS OF LEARNING:  
*INSTRUCTIONAL STRATEGIES  
AND CORRELATIONS***

**GRADE THREE**

*Commonwealth of Virginia  
Department of Education  
Richmond, Virginia*

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by the

Virginia Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120  
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The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

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## Acknowledgments

The writing team that created *Visual Arts Standards of Learning: Instructional Strategies and Correlations* gratefully acknowledges and sincerely thanks Prince William County Public Schools for providing leadership and expertise in the development of this document. The team also thanks the Virginia Museum of Fine Arts, the Virginia Historical Society, and the Science Museum of Virginia for their collaborative efforts to provide resources and information to assist educators in carrying out these instructional strategies for the benefit of K–8 students in Virginia.

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## Introduction

These teacher-authored visual arts instructional strategies for kindergarten through grade eight are based on the 2006 *Visual Arts Standards of Learning for Virginia Public Schools* and are correlated with the 2001 *History and Social Science Standards of Learning*, the 2001 *Mathematics Standards of Learning*, the 2002 *English Standards of Learning*, and the 2003 *Science Standards of Learning*. The visual arts educators who developed these instructional strategies were selected based on their expertise in the field of visual arts education, their school divisions' recommendations, and their representation of various geographical areas of the state. Other classroom teachers, curriculum specialists, administrators, college faculty, and museum personnel assisted the project writing team.

The development of these visual arts strategies and correlations with the core academic Standards of Learning is an important step in providing challenging educational programs in Virginia's public schools. Knowledge and skills that students acquire through visual arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use imagination. The content delineated by the *Visual Arts Standards of Learning* should not be taught in isolation, but should be delivered in and through the general instructional program designed for and delivered to students at the elementary and middle school levels.

This Standards of Learning resource document is available on the Virginia Department of Education's Web site at [www.doe.virginia.gov/instruction/fine\\_arts/visual\\_arts/strategies\\_correlations/](http://www.doe.virginia.gov/instruction/fine_arts/visual_arts/strategies_correlations/) for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Visual Arts Standards of Learning* reflect minimum visual arts requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

A major objective of Virginia's educational agenda is to give citizens a program of public education that is among the best in the nation. These strategies continue the process for achieving that objective.

## Correlations with Core Academic Standards of Learning

Each K–8 visual arts Standard of Learning, together with its instructional strategies, is correlated with an English, mathematics, science, or history and social science Standard of Learning, except in a few cases in which a reasonable correlation is not feasible. The correlated academic standard is found under the heading "Related Academic Standard of Learning" accompanying each visual arts standard. This correlation is not exclusive and does not indicate that the visual arts standards cannot be correlated with additional academic standards. It is hoped that visual arts teachers and core academic teachers will construct additional correlations for strategies to enhance and provide the delivery of high-quality K–8 instruction.

## Strands

All standards presented in the *Visual Arts Standards of Learning* are organized under the following four strands:

### ***Visual Communication and Production***

Students will develop and communicate ideas by creating works of art. They will develop fluency in visual, oral, and written communication, using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

### ***Cultural Context and Art History***

Students will develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places. Through the study of works of art and the people who produced them, students will learn to understand the role the visual arts play in communicating historical and cultural beliefs and ideas.

### ***Judgment and Criticism***

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of their works of art.

### ***Aesthetics***

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creator and viewer of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

### **Goals**

The content of the *Visual Arts Standards of Learning* is intended to support the following goals for students. These goals for the four strands remain a constant throughout the strategies for all grade levels:

#### ***Visual Communication and Production***

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination; and
- use materials, methods, information, and technology in a safe and ethical manner.

#### ***Cultural Context and Art History***

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

#### ***Judgment and Criticism***

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others; and
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

#### ***Aesthetics***

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

### **Vocabulary**

Listed under each visual arts standard are important vocabulary terms that relate to the standard. Students will use these terms in oral, written, and visual communication. These terms are not exclusive, and teachers are encouraged to introduce additional visual arts and core academic vocabulary as needed.

### **Activities and Materials**

The suggested activities and materials are representative of visual arts instruction that can be provided in K–8 core academic classrooms. As teachers deliver meaningful and creative instruction within visual arts and academic classroom environments, they are encouraged to expand this list to meet the needs of individual students.

### **Instructional Strategies**

The instructional strategies in this document consist of grade-level-appropriate activities designed for delivery within classroom instruction. The strategies were developed to assist general K–8 teachers as well as visual arts teachers in providing instruction that supports the various Standards of Learning and the grades 3–8 Virginia Assessment Program. Teachers should review the strategies from the visual arts and core academic perspectives

for usefulness in their classrooms as they seek to reinforce student achievement of the stated Standards of Learning.

### **Assessment**

Student assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain accurate and useful information for understanding learning progress and guiding future instruction. Assessment also provides students with opportunities for self-reflection and self-evaluation. Student assessment employs practices and methods that are consistent not only with learning goals, curriculum, and instruction, but also with current knowledge about how students learn in a music education environment. Visual arts educators assess and document student learning by various methods, including structured and informal observations, interviews, projects and tasks, exhibitions, portfolio development, journals, and multiple-choice and short-answer tests.

Because of time constraints, specific assessments for these standards and strategies have not yet been developed. It is hoped that assessment resource materials may be developed in the future to help teachers determine whether students have achieved each standard. Until then, visual arts teachers are encouraged to develop their own assessment instruments and to share them with other visual arts educators.

### **Resources**

Strategies contained in this document are supported and supplemented by various activities, projects, resources, and information found on the Web sites of the following state museums:

- Virginia Museum of Fine Arts, Richmond, [www.vmfa.state.va.us](http://www.vmfa.state.va.us)
- Virginia Historical Society, Richmond, [www.vahistorical.org](http://www.vahistorical.org)
- Science Museum of Virginia, Richmond, [www.smv.org](http://www.smv.org)

### **Safety**

Safety must be given the highest priority in implementing the instructional program for visual arts. In implementing these strategies, teachers must make sure that students know and follow safety guidelines and demonstrate appropriate classroom safety techniques as they use materials, equipment, and tools safely while working individually and in groups.

Wise selection of materials, equipment, tools, and other resources appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using them in an instructional activity, teachers must be knowledgeable about the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in prekindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems:

1. Avoid certain art supplies for students in prekindergarten through grade six, or up to twelve years of age. The general rules are as follows:
  - No dust or powders;
  - No chemical solvents or solvent-containing products;
  - No aerosol sprays, air brush paints, or other propellants;
  - No acids, alkalis, bleaches, or other corrosive chemicals;
  - No donated or found materials, unless ingredients are known;
  - No old materials, as they may be more toxic and have inadequate labeling; and
  - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students are at greater than usual risk from toxic materials, and they must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should also avoid the use of toxic hazardous art materials. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

## Standards of Learning Correlation Chart

Visual Arts Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
3.1				3.3
3.2	3.9			
3.3	3.7			
3.4.1				
3.4.2				
3.4.3				
3.4.4			3.16	
3.4.5			3.19	
3.4.6				
3.5			3.14	
3.6		3.4		
3.7			3.16	
3.8			3.16	
3.9			3.14	
3.10	3.11			
3.11				3.7
3.12		3.8		
3.13		3.1		
3.14	3.2			
3.15		3.1		
3.16		3.2		
3.17		3.12		
3.18	3.1			
3.19	3.2			
3.20	3.2			
3.21		3.1		
3.22	3.9			
3.23	3.9			
3.24			3.16	
3.25		3.7		
3.26	3.9			
3.27	3.1			
3.28	3.9			

## Visual Arts Standard 3.1

**The student will identify innovative solutions used by artists to solve visual problems.**

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *Science Standard 3.3*

The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include

- a) objects are made of one or more materials;
- b) physical properties remain the same as the material is changed in visible size; and
- c) visible physical changes are identified.

### Vocabulary

*clay, found objects, imagery, innovative, mural, symbolism, visual problem*

### Activities and Materials

- Painting, drawing, creating ceramics, creating murals, creating three-dimensional works of art
- Clay, small containers, paint or glaze, brushes, paper towels, drawing paper, crayons, colored pencils, found objects

### Instructional Strategies

#### *Visual Arts Standard 3.1*

- Display art prints that use imagery and/or symbolism to solve visual problems; works by Marc Chagall, Salvador Dalí, and Romare Bearden are good examples. Discuss the artists' use of imagery and symbolism to solve visual problems and convey ideas. Have students select a picture from a magazine to use as inspiration in the creation of a work of art. Provide materials, and direct students to create a work of art, using their selected pictures and their imaginations. Finally, have students identify the innovative solutions they used to solve visual problems in their artworks.
- Exhibit examples or photographs of ceramic pots that use a variety of solutions for surface decoration. Discuss the techniques of carving into the surface, adding to the surface, and coloring the surface. Have students create their own pot by following these directions: Roll or press out clay into a flat sheet, and drape it over an upside-down container that has a damp paper towel over it. Press the clay gently to smooth the pot, and trim off the excess. Gently pick up the pot, and tap the bottom lightly so that it will sit flat on the table. Turn the pot upside down again, and add designs by carving and/or adding, keeping in mind that the pot is upside-down. When the pot is firm but not dry (it will crack if left on the container too long), remove it from the container, and trim the edges so that they are smooth. The pot may be fired, and color added with glazes or paint.
- Display examples of murals, and discuss the reasons an artist might choose to create a work of art on such a large scale. Ask students what problems might be involved in creating such a large work of art. Divide the class into groups, and assign each group a section of the mural. Provide materials, and have students create a mural. The mural can be related to areas of study in language arts, history and social science, or science.
- Explore a variety of landscape and still life prints with the class, discussing the objects in the pictures. Explain that artists do not always include all the objects in the actual scene; they may omit some and add others to achieve a desired effect. Provide magazines, and direct students to choose a landscape or still life picture and decide which objects they would keep, which they would omit, and which they would add. Provide materials,

and have students create a work of art using a magazine photograph for inspiration and changing objects as they desire.

***Science Standard 3.3***

- Display clay in its different stages—moist (plastic), dry (greenware), and fired (bisque)—and explain that clay consists of fine-grained earth and minerals that remain the same in the different stages. Provide clay, and direct students to create a small object that can be fired.
- Examine examples or photographs of three-dimensional works of art created with found objects. Discuss the objects used, and ask students to name some other found objects that could be used to create a work of art. Explain that an object retains its original properties even when it is altered for a work of art. For example, sand is still sand after it is added to tempera paint; wool is still wool after it is turned into yarn; plant material is still plant material after it is made into paper. Provide a variety of materials, including found objects, and direct students to create a three-dimensional work of art.

## Visual Arts Standard 3.2

The student will use various art processes and techniques to produce works of art that demonstrate craftsmanship.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *English Standard 3.9*

The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

### Vocabulary

*craftsmanship, medium, media, portfolio, technical processes*

### Activities and Materials

Drawing, painting, creating three-dimensional works of art, printmaking

### Instructional Strategies

#### *Visual Arts Standard 3.2*

- Display examples of works of art that demonstrate different types and levels of craftsmanship. After discussing the meaning of *craftsmanship* with students, discuss with them the similarities and differences among the types and levels of craftsmanship evident in the artworks on display. Explore with students how the type and level of craftsmanship affects the aesthetic quality of a work of art.
- Display examples of paintings created with tempera, watercolors, acrylics, and oils. Discuss the similarities and differences in the craftsmanship needed to work in each of these media.
- At the beginning of the school year, have each student create a portfolio for his/her artwork. At the end of each grading period, have students evaluate their own craftsmanship for technical growth and needed improvements, as demonstrated by the works in their portfolios. Have them describe the processes and techniques they used to produce the works of art and ways they could improve their craftsmanship in these areas.
- At the beginning of each art project, provide visual examples of the craftsmanship expected in the project. Discuss the examples, and post the criteria for achieving the technical expectations with the specific medium/media. Demonstrate how to achieve these expectations. Direct students to use the demonstrated processes and techniques to produce artworks that fulfill the specified criteria and thereby achieve the expected level of craftsmanship.

#### *English Standard 3.9*

- Display two works of art created through different processes (e.g., painting, printmaking, drawing, weaving). Conduct a discussion comparing and contrasting the processes the artists used. Direct students to choose two

different processes and write a descriptive paragraph comparing and contrasting the craftsmanship evident in the two works of art.

- Display and discuss works of art created using various art processes (e.g., painting, drawing, weaving) and techniques (e.g., painting techniques, such as dry brush, wet-on-wet, wash). Have students write a descriptive paragraph detailing the process used in creating one of the works of art and the apparent technique employed.
- Exhibit the students' artwork at the end of a project. Have students discuss in writing the strengths of their own artwork in relation to the "show" as a whole, including a description of how they might improve their craftsmanship in future works of art.

## Visual Arts Standard 3.3

The student will develop art ideas from a variety of sources, including print, non-print, and technology.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *English Standard 3.7*

The student will demonstrate comprehension of information from a variety of print and electronic resources.

- a) Use encyclopedias and other reference books, including online reference materials.
- b) Use table of contents, indices, and charts.

### Vocabulary

*geometric shapes, illustration, non-print resource, organic shapes, print resource, still life, technology*

### Activities and Materials

- Illustrating, drawing, cutting, pasting, creating three-dimensional works of art, creating still life works of art
- Colored pencils, construction paper, scissors, glue, computer, Internet access, drawing paper, drawing pencils

### Instructional Strategies

#### *Visual Arts Standard 3.3*

- Generate a list of books and stories the students enjoy, and allow several students to recount to the class their favorite section of a book or story. Provide art materials, and direct students to illustrate their own favorite part. Display the works of art, and have students guess what each illustration depicts.
- Define *organic shapes* as shapes that occur in nature and *geometric shapes* as shapes that can be measured. Display photographs of historical and modern buildings, including some from ancient Greece and Rome. Lead a class discussion of the organic and geometric shapes found in the buildings, and list them. Provide art materials, and have students create a building-like work of art by drawing, cutting out, and gluing together organic and geometric shapes.
- Explain to the class that they will use the computer to generate ideas for an art project. Brainstorm with the class to decide a subject to be researched. Compile a variety of images from the Internet, and have students choose one to use as inspiration for a work of art. Provide materials, and direct students to create a work of art based on the chosen image.
- Exhibit a variety of objects, and ask students how they might be used as the subject for a work of art. Explain that a still life is created by choosing a variety of small objects and arranging them in an aesthetically interesting manner. Arrange the objects into a still life according to students' suggestions. Provide drawing materials, and direct students to draw the arranged still life.

#### *English Standard 3.7*

- Post a list of art terms. Provide a variety of print resources (e.g., dictionaries, glossaries, text books, art supply catalogs, encyclopedias, thesauruses), and explain that students are to choose an art term from the posted list and use at least three resources to conduct research about it. Have students take notes on their findings and demonstrate their comprehension of the information by reporting it to the class.
- Display a variety of art prints, and label each one with the title and artist. Have students choose one artist and research his/her life, using the print resources and the Internet. Direct students to make notes on what they find, and have them demonstrate their comprehension of their findings by reporting them to the class.

## **Visual Arts Standard 3.4.1**

**The student will identify and use intermediate colors.**

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### **Strand**

Visual Communication and Production

### **Goals**

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### **Related Academic Standard of Learning**

(none identified)

### **Vocabulary**

*color wheel, intermediate colors, primary colors, secondary colors*

### **Activities and Materials**

- Drawing, painting, collage making, cutting, gluing
- Color wheel, poster board, magazines, scissors, glue, drawing paper, drawing pencils, paint, brushes

### **Instructional Strategies**

#### ***Visual Arts Standard 3.4.1***

- Display a color wheel, and review the primary and secondary colors and their arrangement on the wheel. Identify the intermediate colors, and discuss how each color is created by mixing a primary color with the secondary color next to it. Have students list the intermediate colors: yellow-green, blue-green, blue-violet, red-violet, red-orange, and yellow-orange.
- Display poster boards, each labeled with an intermediate color. Have small groups of students work together to identify and cut out pictures from magazines, each picture representing an intermediate color. Have the groups assemble these pictures on the poster boards to use as color references for creating works of art containing intermediate colors.
- Display examples of works of art that evidence a dominant use of intermediate colors. Discuss the use of intermediate colors in the displayed work. Review how the intermediate colors are created. Provide art materials, and have students use a palette of primary and secondary colors to create a painting using only intermediate colors.

## **Visual Arts Standard 3.4.2**

**The student will identify and use warm and cool colors.**

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### **Strand**

Visual Communication and Production

### **Goals**

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### **Related Academic Standard of Learning**

(none identified)

### **Vocabulary**

*aesthetic, color scheme, cool colors, warm colors*

### **Activities and Materials**

- Drawing, painting
- Color wheel, drawing paper, drawing pencils, paint, brushes

### **Instructional Strategies**

#### ***Visual Arts Standard 3.4.2***

- Display a color wheel, and identify the warm and cool colors and their location on the wheel. Discuss how these colors project a feeling of warmth and coolness, and guide students in generating a list of objects symbolic of these colors.
- Display landscape paintings that depict a specific season and/or geographic location. Identify and discuss how the warm and cool colors in these paintings contribute to the overall aesthetic quality of the painting. Provide art materials, and direct students to create their own landscape, using either a warm color palette or a cool color palette to achieve the intended aesthetic results.

## Visual Arts Standard 3.4.3

The student will identify and use positive and negative space.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

(none identified)

### Vocabulary

*additive technique, brayer, edition, inking a plate, monoprint, negative space, plate, positive space, print, pulling a print, sculpture, subtractive technique, three-dimensional*

### Activities and Materials

- Creating three-dimensional works of art, cutting, printing
- Clay, ceramic sculpting tools, contrasting papers, drawing pencils, glue, scissors, printing ink, brayers, tagboard, string, yarn

### Instructional Strategies

#### *Visual Arts Standard 3.4.3*

- Display works of art that clearly illustrate the use of positive and negative space. Define *positive space* as the space an object occupies in a work of art and *negative space* as the area around the objects. Examine how these spaces are interactive. Have students identify the positive and negative spaces in the artwork displayed.
- Provide art materials for students to use in creating a three-dimensional sculpture (e.g., ceramic sculpture, paper sculpture). Direct student to use additive and subtractive sculpting techniques to create positive and negative spaces.
- Display prints that illustrate use of positive and negative space. Review the difference between positive space and negative space. Demonstrate creating an additive printing plate by cutting shapes out of tagboard along with string/yarn, gluing them to a tagboard base, inking the plate, and pulling a print. Provide materials, and direct students to create an additive printing plate and to produce an edition of a print. Display the results, and ask students to point out the positive and negative spaces in their prints.
- Display prints that illustrate the use of positive and negative space. Demonstrate creating a negative print: ink a plate with black ink, then remove the ink from the negative space to develop the positive space. Provide materials, and direct students to create a monoprint, using a negative approach to printmaking. Display the results, and have students discuss their monoprints and how they achieved them.

## Visual Arts Standard 3.4.4

The student will identify and use balance—symmetry and asymmetry.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *Mathematics Standard 3.16*

The student will identify and describe congruent and noncongruent plane figures.

### Vocabulary

*asymmetry, balance, design, portrait, symmetry*

### Activities and Materials

- Drawing, painting, tracing
- Drawing paper, drawing pencils, paint, brushes, natural objects, tracing paper

### Instructional Strategies

#### *Visual Arts Standard 3.4.4*

- Display examples of symmetrical and asymmetrical balance in works of art. Explain “symmetrical balance” as the equal placement of elements in one part so that they exactly correspond to elements in another part. Explain that “asymmetrical balance” is the unequal placement of elements. Demonstrate creating a symmetrical design by dividing a paper in half and using identical elements on each half. Provide art materials, and direct students to create a symmetrical design.
- Display images of symmetrical and asymmetrical objects in nature, and ask students to suggest other natural objects that are symmetrical. Provide a variety of natural objects and drawing materials, and direct students to create a balanced still life composition of the symmetrical and asymmetrical objects.
- Display examples of portraits that reflect symmetrical and asymmetrical balance. Provide art materials for students to create their own portraits, using either a symmetrical (front view) or asymmetrical (profile) balance.

#### *Mathematics Standard 3.16*

- Display works of art showing symmetry, and identify the symmetrical objects seen. Provide art prints and tracing materials, and direct students to identify and trace the symmetrical objects shown.
- Display images of symmetrical, two-dimensional objects. Demonstrate creating a symmetrical design incorporating a two-dimensional object and tracing techniques. Provide art materials, and direct students to choose a two-dimensional object, draw it, and trace it several times to create a symmetrical design.

## Visual Arts Standard 3.4.5

**The student will identify and use patterns—extend the sequential structure, using motifs.**

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *Mathematics Standard 3.19*

The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.

### Vocabulary

*culture, motif, negative space, pattern, positive space, print, repetition, stamp, weaving*

### Activities and Materials

- Stamp making, creating patterns, weaving
- Brayers, various materials for printing plates, printing ink, paper, contrasting fibers, construction paper, scissors

### Instructional Strategies

#### *Visual Arts Standard 3.4.5*

- Display examples of contrasting patterns, such as geometric vs. organic or contrasting repetitions. Discuss and identify the origins of these patterns (e.g., natural vs. manmade). Explain that a pattern is the repetition of positive and negative spaces. Demonstrate how to create a motif stamp, using various materials (e.g., Styrofoam plates, tagboard, gummed erasers, soft plates for relief carving). Provide materials for students to make their own stamps for creating a printed pattern. Encourage students to share their stamps so they can create patterns of greater variety and intricacy. Have students create a pattern with the stamps. Display the resulting prints, and discuss the types of motifs used to create each pattern.
- Display prints that reflect the use of patterns in various cultures. Discuss the similarities and differences between these patterns (e.g., elements, repetition, materials, motifs). Demonstrate creating a woven pattern from paper strips or fibers that reflects a specific culture. Provide materials, and have students create their own woven patterns.

#### *Mathematics Standard 3.19*

- Display examples of the Islamic tessellations found at the Alhambra in Spain and tessellations created by the artist M. C. Escher. Lead a class discussion comparing and contrasting the geometric patterns exemplified in the tessellating designs of the Moorish Alhambra to the organic tessellating patterns created by Escher. Record student descriptions of these contrasting patterns. Demonstrate how to create a symmetrical motif based on a grid, as well as how to create a tessellation based on this motif. Provide materials, and direct students to create a tessellating pattern, using geometric and/or organic motifs.
- Display various patterned designs of the Inca, Aztec, and Mayan peoples. Lead a class discussion comparing and contrasting these patterns, including the motifs used to create them. Provide materials, and direct students to create a pattern using two or more motifs identified in the designs of the Inca, Aztec, and/or Mayan peoples. Then, have students extend the pattern they have created, using the same or different motifs.

## Visual Arts Standard 3.5

The student will compare, contrast, and use organic and geometric shapes in works of art.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### **Mathematics Standard 3.14**

The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.

### Vocabulary

*architecture, balance, collage, geometric shapes, mobile, motif, organic shapes, repetition, three-dimensional*

### Activities and Materials

- Drawing, creating three-dimensional works of art, collage making
- Scissors, glue, construction paper, drawing pencils, drawing paper, found objects

### Instructional Strategies

#### **Visual Arts Standard 3.5**

- Display examples of organic and geometric shapes in works of art. Define *organic shapes* as shapes that occur in nature and *geometric shapes* as shapes that can be measured. Have students sort a variety of art prints by organic and geometric shapes. Explain that a collage is a work of art created by pasting pieces of paper or other materials to a flat surface. Provide materials, and direct students to create a collage, using organic and geometric shapes.
- Display examples of architecture from ancient cultures, including Greece and Rome. Generate a class list of organic and geometric shapes visible in the architecture. Provide drawing materials, and direct students to design a building that incorporates a minimum of four of the shapes listed.
- Display examples of repetitive motifs incorporating organic and geometric shapes. A good source of such patterns is Adinkra cloth, Kente cloth, or mud cloth from Mali. Discuss the shapes and designs and their inspirations. Provide art materials, and direct students to create their own organic and geometric shapes and then use them in a repetitive motif design.
- Display examples or photographs of mobiles. Explain that a mobile is a hanging sculpture based on the principals of balance and movement. Demonstrate how to make a mobile, provide materials, and direct students to create a mobile, using found objects.

#### **Mathematics Standard 3.14**

- Display and analyze two-dimensional geometric figures in selected works of art. Identify relevant properties (e.g., corners, edges, square corners). Provide materials, and direct students to cut out geometric shapes and arrange them in a design in which a side or corner of each shape touches the side or corner of another shape.
- Provide a variety of geometric shapes, and compare and contrast their properties. Supply tangrams (geometric shapes), and direct students to use them to create a stylized image of an animal. Then, have students trace around the animal and add details to the drawn outline.

## Visual Arts Standard 3.6

The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *History and Social Science Standard 3.4*

The student will develop map skills by

- a) locating Greece, Rome, and West Africa;
- b) describing the physical and human characteristics of Greece, Rome, and West Africa;
- c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

### Vocabulary

*architecture, artifact, bas-relief, functional, imagery, repoussé, sculpture, self-portrait, symbol*

### Activities and Materials

- Creating ceramics, making paper sculptures, making repoussé sculptures, drawing
- Clay, paper, metal, pencil, scissors, glue, construction paper, tape, markers

### Instructional Strategies

#### *Visual Arts Standard 3.6*

- Display images of ancient Greek and Roman vases, vessels, and tools, and discuss the imagery and symbols seen on the artifacts and their significance. Develop a chart displaying representative Greek and Roman symbols/imagery and vase shapes. Demonstrate creating a symmetrical vase by folding a sheet of paper in half, drawing the shape of half the vase on one side of the fold with the fold at the center of the vase, cutting out the shape, and unfolding. Provide materials, and direct students to create a vase and decorate it with symbols from the chart.
- Display and discuss images of ancient Greek drama masks. Ask students what shapes and colors they see in the masks. Demonstrate several paper-sculpture techniques, such as folding, rolling, fringing, and wrinkling. Provide materials, and direct students to create a mask using a minimum of three paper-sculpture techniques.
- Display and discuss images of ancient Greek and Roman coins. Demonstrate the process repoussé—the pressing or tapping of a design into metal from the reverse side. Provide materials, and direct students to create a repoussé coin that features a self-portrait.
- Define the term *bas-relief*, and exhibit images of bas-relief from the artifacts and architecture of ancient Greece and Rome. Explore with students the use of bas-relief to decorate buildings and other objects. Demonstrate creating a bas-relief vase from a clay slab by rolling or pressing the clay into a flat slab and drawing a vase shape on it, using the chart of vase shapes from the first activity above. Then, carefully remove clay in the negative space around the vase shape to a uniform depth, leaving the vase in relief. Decorate the vase with symbols/imagery from the chart by carving them lightly into the clay. Provide materials, and direct students to create their own bas-relief vase.

#### *History and Social Science Standard 3.4*

- Display images of architecture from ancient Greece, ancient Rome, and the early West African empire of Mali. Ask students to match the images with locations on a map and to list the similarities and differences in

the architecture of these three areas and cultures. Ask students whether they think the environment influenced the types of designs used, and if so, how. Provide materials, and direct students to construct a model of a house in the style of one of these cultures.

- Supply prints of ancient Greek and Roman vases and vessels. Divide the class into small groups, and direct groups to sort the prints and match them to locations on a map. Generate a class discussion concerning the designs seen on the objects. Provide materials, and direct students to draw a vase or vessel in the ancient Greek or Roman style.

## Visual Arts Standard 3.7

The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement in the picture plane.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *Mathematics Standard 3.16*

The student will identify and describe congruent and noncongruent plane figures.

### Vocabulary

*illusion, landscape, mural, overlapping, picture plane, placement, seascape, size variation, two-dimensional*

### Activities and Materials

- Drawing, painting, cutting, pasting, participating in discussions
- Drawing pencils, construction paper, scissors, glue, drawing paper, kraft paper, paint, brushes, tracing paper, water containers

### Instructional Strategies

#### *Visual Arts Standard 3.7*

- Have three students of the same height stand side by side so that the rest of the class can verify that their heights are the same. Then arrange the three students at progressively greater distances from the rest of the class. Ask each student to cover one eye, observe the heights of the three individuals, and explain why they appear to be of three different heights. Have them write their explanations, and lead a class discussion of the answers. Display photographs and art prints depicting the illusion of depth, and discuss overlapping, size variation, and placement in the picture plane as methods of creating the illusion of depth on a two-dimensional surface. Provide materials, and direct students to create a composition by cutting out shapes of various sizes and gluing them to a sheet of drawing paper, using overlapping, size variation, and placement in the picture plane to create the illusion of depth.
- Display a variety of landscape prints, and have students discuss the artists' use of overlapping, size variation, and placement in the picture plane to create the illusion of depth. Divide the class into groups, and assign parts of a mural for each group to produce. The mural can be related to areas of study in language arts, history and social science, or science. Provide materials, and direct students to create a mural that incorporates overlapping, size variation, and placement in the picture plane to create the illusion of depth.
- Display examples of landscapes and seascapes, and discuss the artists' use of overlapping, size variation, and placement in the picture plane to create the illusion of depth. Provide painting materials, and direct students to paint a landscape or seascape that incorporates overlapping, size variation, and placement in the picture plane create the illusion of depth.
- Display a variety of pictures depicting different types of homes (e.g., single-family, apartment, townhouse, house trailer). Lead a class discussion concerning the different types of homes and the other objects depicted. Provide materials, and direct students to draw pictures of their homes that include overlapping, size variation, and placement in the picture plane to create the illusion of depth.

#### *Mathematics Standard 3.16*

- Distribute landscape art prints, and discuss symmetrical objects seen in them. Provide materials, and direct students to trace the symmetrical objects and cut out the tracings. Then, have them color the tracing and glue

them onto a sheet of paper, creating a design that uses overlapping, size variation, and placement in the picture plane to create the illusion of depth.

- Furnish a variety of architectural images, and have students discuss the symmetrical and/or congruent figures they see in the buildings. Provide materials, and direct students to trace the symmetrical and/or congruent figures and create a new building, using the traced figures.

## Visual Arts Standard 3.8

The student will identify and use foreground, middle ground, and background in two-dimensional works of art.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *Mathematics Standard 3.16*

The student will identify and describe congruent and noncongruent plane figures.

### Vocabulary

*background, cityscape, foreground, landscape, middle ground, overlapping, seascape, size variation, still life, two-dimensional*

### Activities and Materials

- Cutting, gluing, drawing, painting, making computer graphics
- Drawing paper, drawing pencils, markers, crayons, paint, brushes, scissors, glue, construction paper, tracing paper, objects for a still life

### Instructional Strategies

#### *Visual Arts Standard 3.8*

- Display still life art prints that depict objects in the foreground, middle ground, and background. Identify and define *foreground* as the area on a picture plane that appears to be close, *middle ground* as the area that appears to be between the foreground and background, and *background* as the area that appears to be farthest away. Provide materials, and direct students set up a still life that has elements in the foreground, middle ground, and background. When everyone is satisfied with the composition, have students draw the still life.
- Display landscape prints, and compare and contrast objects in each print to determine their placement in the foreground, middle ground, or background. Demonstrate creating a three-dimensional work of art by using two-dimensional drawings. On three separate sheets of paper, draw the same foreground, middle ground, and background of a landscape. Leave the background sheet intact, but cut the middle ground and background from the foreground sheet, and cut the background from the middle ground piece. Glue the three pieces on top of each other in order, matching the bottom edges. Provide materials, and direct students to create a similar landscape with three layers of paper.
- Display a variety of landscape and seascape prints, and discuss placement of objects in the foreground, middle ground, and background to create the illusion of depth on a two-dimensional plane. Select an object in one of the prints, and ask students to identify whether the object is in the foreground, middle ground, or background. Provide materials, and direct students to draw a variety of objects that might be seen in a landscape or seascape (e.g., house, barn, fence, tree, bush, car, truck, sailboat, dock). Direct students to cut out the objects and glue them to a background to create a landscape or seascape that incorporates foreground, middle ground, and background.
- Exhibit a variety of cityscape prints and photographs, and ask students to identify the geometric shapes they see in the foreground, middle ground, and background. Demonstrate creating a cityscape from geometric shapes that have been cut out and placed in the foreground, middle ground, and background and adding details with markers or crayons. Provide materials, and direct students to create a cityscape that shows objects in the foreground, middle ground, and background.

***Mathematics Standard 3.16***

- Display a variety of landscape art prints, and have students identify and describe the symmetrical shapes they see. Provide materials, and direct students to trace symmetrical objects from several different prints, cut them out, and create a new landscape that includes objects in the foreground, middle ground, and background.
- Display a variety of still life prints, and have students identify and describe the symmetrical shapes they see. Provide materials, and direct students to trace these shapes, cut them out, and create a new still life that includes objects in the foreground, middle ground, and background.

## Visual Arts Standard 3.9

The student will identify architectural forms (e.g., cube, cylinder, sphere, pyramid, cone).

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *Mathematics Standard 3.14*

The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shapes of faces, using concrete models.

### Vocabulary

*architecture, cone, cube, cylinder, form, pyramid, shape, sphere, three-dimensional form, two-dimensional shape*

### Activities and Materials

- Creating three-dimensional works of art, cutting, pasting, making ceramics
- Construction paper, found objects, scissors, glue, tissue paper, markers, clay, paper towel rolls, milk cartons

### Instructional Strategies

#### *Visual Arts Standard 3.9*

- Display and analyze examples of architecture to identify architectural forms in the buildings that are examples of the cube, cylinder, sphere, pyramid, and cone. Explain the difference between two-dimensional shapes and three-dimensional forms. Demonstrate creating a cube, cylinder, pyramid, and cone from paper, using patterns. Provide patterns and materials, and direct students to create a building, using the forms they make from the patterns. You may want to have students work in small groups for this activity.
- Display and discuss a variety of architectural styles, and direct students to sort the pictures according to the dominant three-dimensional form of the building (e.g., cube, rectangular prism, cylinder, sphere, pyramid, cone). Provide a variety of found objects in geometric forms (e.g., boxes, milk cartons, paper towel rolls), and direct students to create a three-dimensional cityscape on a predrawn kraft paper map.
- Display a variety of images of ancient Greek and Roman columns, and discuss their functions and decorative designs. Demonstrate creating a column by forming a piece of construction paper into a cylinder and decorating it with a symmetrical design made from a sheet of tissue paper (like Mexican *papel picado* [punched paper]). To create the decorative covering for the column, cut a piece of tissue paper the same size as the construction paper sheet forming the column. Fold the tissue paper sheet in half lengthwise several times and then in half the other way twice. Cut out shapes from the folds. Unfold once, and cut out more shapes from the folds (not from the edges of the sheet). Continue this process until all folds have shapes cut out of them. Adhere the tissue paper to the column with a light application of glue, thereby creating a symmetrically decorated column. Provide materials, and direct students to create their own symmetrically decorated column.
- Display a variety of images of ancient Greek and Roman columns, and discuss the designs incorporated into them. Have students create a chart showing the types of columns and designs. Demonstrate creating a ceramic column by rolling out or pressing a slab of clay, forming it around a paper towel holder wrapped in plastic wrap, and adding designs to it. Remove the paper towel holder before firing the clay.

***Mathematics Standard 3.14***

- Display and discuss examples of architecture in Virginia that incorporate elements of the architecture of ancient Greece and Rome (e.g., the Virginia State Capitol building, designed by Jefferson). Ask students to identify geometric forms seen in the architecture and to describe how the forms go together to create the building. Provide materials (e.g., boxes, paper towel rolls, construction paper, markers), and direct students to create a building from the geometric forms these materials represent.
- Display a variety of art prints, and ask students to identify the two-dimensional shapes and three-dimensional forms depicted in them and to discuss the similarities and differences in the shapes and forms. Provide materials, and direct students to cut a variety of shapes in different sizes and arrange them in an interesting manner to create a design.

## Visual Arts Standard 3.10

The student will produce a work of art that communicates feelings.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *English Standard 3.11*

The student will write a short report.

- a) Construct questions about the topic.
- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words.

### Vocabulary

*elements of art, evoke, feelings*

### Activities and Materials

- Participating in discussions, painting, collage making
- Paint, brushes, markers, crayons, scissors, glue, construction paper, kraft paper

### Instructional Strategies

#### *Visual Arts Standard 3.10*

- Display prints of works of art that evoke strong feelings (e.g., fear, anger, joy, peace) in the viewer. Ask students what they feel while looking at the artworks, and list their responses. Discuss the elements of art used in the works that help create and communicate the feelings (e.g., color, line, shape, texture, form, value, space), and list these also. Provide materials, and direct students to create a work of art that communicates one of the listed feelings and uses at least three of the listed elements to do so.
- Display several different examples of the work of one artist (e.g., Marc Chagall, Salvador Dalí, Norman Rockwell, Pablo Picasso, Claude Monet). Discuss with students the feelings each work evokes. Ask them whether all the examples evoke the same feelings. If they answer no, ask what different feelings they experience when viewing the different works. Provide materials, and direct students to create two different works of art that communicate two different, contrasting feelings.
- Display art prints of narrative paintings by artists such as Grandma Moses and Norman Rockwell, and discuss the feelings the different works evoke in the viewer. Provide materials, and direct students to create a mural that communicates one of those feelings.
- Display art prints of monochromatic paintings or paintings using predominately warm or cool colors. Have students discuss the paintings and the ways the colors contribute to the feelings of the viewer. Provide materials, and direct students to create a painting to communicate a specific feeling through the use of color.

#### *English Standard 3.11*

- Review with students the steps needed for writing a short report:
  - Use a variety of planning strategies.
  - Organize information according to the type of writing.
  - Identify the intended audience.
  - Revise writing for specific vocabulary and information.
  - Use available technology.

- Direct students to select a work of art that evokes a strong feeling in them and to write a short report describing the feeling and analyzing the ways the artwork communicates and evokes this feeling.
- Display works of art students have created in visual arts class, and discuss the processes that were used to create the works. Direct students to select one of the displayed works and write a simple explanation of the process involved in creating it, using the steps for writing a short report. Have students share their explanations with the class.

## Visual Arts Standard 3.11

The student will create a work of art in clay, using the coil-building process.

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### Strand

Visual Communication and Production

### Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

### Related Academic Standard of Learning

#### *Science Standard 3.7*

The student will investigate and understand the major components of soil, its origin, and its importance to plants and animals including humans. Key concepts include

- a) soil provides the support and nutrients necessary for plant growth;
- b) topsoil is a natural product of subsoil and bedrock;
- c) rock, clay, silt, sand, and humus are components of soils; and
- d) soil is a natural resource and should be conserved.

### Vocabulary

*clay, coil, to fire, glaze, humus, score, silt, slip*

### Activities and Materials

- Making ceramics, sculpting, glazing, painting, firing
- Clay, slip, glaze, paint, brushes, paper towel rolls, found objects

### Instructional Strategies

#### *Visual Arts Standard 3.11*

- Display images of clay bowls and pots, and explain that one way to create such objects is by using clay coils. Demonstrate creating a clay bowl by rolling clay coils and attaching them with slip after scoring or roughing up the surfaces to be joined. The coils may be blended together to create a smooth surface that can be decorated. After firing, the pots may be glazed or painted. Provide materials, and direct students to create a coiled clay pot.
- Display photographs of wrought iron, and explain that similar designs can be created using clay coils. Explain that several coils can be joined together to create a design. Demonstrate creating a clay sculpture by forming coils, scoring and adding slip, and attaching them to one another. Provide materials, and direct students to create a coiled clay sculpture.
- Display images of columns from ancient Greece and Rome. Discuss the design of the column itself and the decorations attached to the top and bottom. Demonstrate creating a column by using a paper towel roll as a form around which to wrap clay coils. Additional coils may be added to the top and bottom of the column for decoration and so that the column can stand on its own. Be sure to score and add slip when attaching the coils. The cardboard should be removed before firing. Provide materials, and direct student to create a column, using clay coils.
- Display pictures of a variety of masks from ancient Greece, ancient Rome, and the early West African empire of Mali. Compare and contrast the masks and the various materials used to create them. Demonstrate creating a mask, using clay coils, and show that some areas may be blended to create a smooth surface while other areas may retain the coiled surface. After firing, the masks may be painted, and found objects, such as feathers, leather, metal, and stones, may be added. Provide materials, and direct students to create a mask, using clay coils.

***Science Standard 3.7***

- Display examples of the components of soil (rock, clay, silt, sand, and humus), and discuss the importance of each. Show examples of clay in its three stages—moist (plastic), dry (greenware), and fired (bisque)—and discuss the importance of this soil component to humans throughout history as a material for making useful objects (e.g., food and water containers, flooring and roofing materials [tiles], building materials [brick]). Provide materials, and direct students to form a small pinch pot to show how bowls were originally made for human use. After firing, paint may be added. Discuss the uses such bowls may have had in ancient times and their importance to everyday life.

## Visual Arts Standard 3.12

The student will identify and discuss common characteristics of various art careers (e.g., painter, sculptor, illustrator, visual arts teacher).

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### Strand

Cultural Context and Art History

### Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

### Related Academic Standard of Learning

#### *History and Social Science Standard 3.8*

The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

### Vocabulary

*bogolan, illustrator, khasa, painter, sculptor, visual arts teacher*

### Activities and Materials

- Participating in discussions, drawing, coloring
- Drawing paper, cloth, drawing pencils, crayons, markers

### Instructional Strategies

#### *Visual Arts Standard 3.12*

- Select and display photographs of painters, sculptors, illustrators, and visual arts teachers. Lead a class discussion of the art careers of the persons shown. Help students list the common characteristics of these careers.
- Display four works of art, one each by a professional painter, sculptor, illustrator, and weaver. Define each career represented by these four works of art, and direct students to match the careers to the artwork displayed.

#### *History and Social Science Standard 3.8*

- Display sculptures or photographs of sculpture and/or architecture. Discuss the fact that all art disciplines require artists to learn the same basic concepts, but each discipline also requires artists to specialize in the particular area. Create a Venn diagram on the board. Ask students to list the things—knowledge and skills—that artists in each discipline would need to learn, and place their answers in the appropriate spaces in the diagram. Point out that the knowledge and skills listed in the overlapping area are common concepts that all artists must possess and that the things listed in a nonoverlapping area fall into an area of specialization that applies to a particular arts discipline.

## Visual Arts Standard 3.13

**The student will discuss how history, culture, and the visual arts influence each other.**

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### Strand

Cultural Context and Art History

### Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

### Related Academic Standard of Learning

#### *History and Social Science Standard 3.1*

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representational democracy), and sports.

### Vocabulary

*Adinkra cloth, architecture, culture, history, interdependence, Kente cloth, mud cloth, specialization*

### Activities and Materials

- Participating in discussions, drawing
- Drawing paper, drawing pencils, crayons, markers

### Instructional Strategies

#### *Visual Arts Standard 3.13*

- Display a variety of architectural images from various cultures, and discuss adaptations to the environment and natural resources evident in the cultures' architecture. Compare and contrast the architecture of ancient Greece, ancient Rome, and the early West African empire of Mali. Direct students to sort images according to environment. Provide materials, and direct students to incorporate elements from their own culture and environment into a drawing of a building.
- Tell a story or show a video about an ancient sculpture, and discuss how history and culture have influenced our ideas about that sculpture. Discuss how some works of art were originally created for function rather than just artistic value. Provide materials, and direct students to draw an object that is functional but whose decoration is influenced by their culture.
- Display examples of mud cloth, Kente cloth, and Adinkra cloth, and compare and contrast the ways in which they show a connection to history and culture. Discuss the similarities and differences in the production of each type of cloth. Provide materials, and direct students to design a piece of cloth representing their own culture. Display finished designs, and have students explain their choices of color, line, pattern, and shape as well as their culture's influence on the design.

#### *History and Social Science Standard 3.1*

- Display examples of ancient Greek and Roman architecture, along with examples of American architecture influenced by them. Write the words *Greece* and *Rome* on the board, and ask students to place the American examples under the appropriate heading. Lead a class discussion on how architecture of the ancient past continues to influence the present.
- Display examples of ancient Greek and Roman architecture. Lead a discussion on the characteristics of each. Emphasize that many buildings throughout the world have been influenced by the Greek and Roman architecture of that ancient time, and ask students why they think this is. Provide art materials, and instruct students to design a building for today that incorporates architectural ideas from either ancient Greek or Roman architecture.

## Visual Arts Standard 3.14

**The student will identify distinguishing characteristics of landscape, seascape, and cityscape.**

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### Strand

Cultural Context and Art History

### Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

### Related Academic Standard of Learning

#### *English Standard 3.2*

The student will present brief oral reports, using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

### Vocabulary

*cityscape, distinguishing characteristics, geometric, landscape, seascape, sensory, Venn diagram*

### Activities and Materials

- Painting, drawing, making a Venn diagram, presenting an oral report
- Drawing paper, drawing pencils, paint, brushes, construction paper, scissors, glue, crayons, markers

### Instructional Strategies

#### *Visual Arts Standard 3.14*

- Display a variety of landscapes, seascapes, and cityscapes, and direct students to sort them by category and list depicted objects that cause them to fall into the category. Provide materials, and direct students to create a landscape, seascape, or cityscape. Have students describe the defining objects depicted in their artworks.
- Provide sensory experiences (e.g., sounds, sights, odors) suggestive of the countryside, the sea, or the city, and have students discuss their reactions to the experiences. Provide materials, and direct students to create a landscape, seascape, or cityscape depicting their sensory experience.
- Exhibit a variety of landscapes, seascapes, and cityscapes, and direct students to compare and contrast the images, using a Venn diagram.
- Display a variety of landscapes and cityscapes, and direct students to identify the geometric and organic shapes they see. Provide materials, and direct students to cut out a variety of geometric and organic shapes in a variety of sizes. Direct them to arrange the shapes to create a landscape or cityscape and to add details with crayons or markers.

#### *English Standard 3.2*

- Display landscape, seascape, and cityscape paintings, and ask students to think of a personal experience evoked by one of the paintings. Provide materials, and direct students to create a work of art depicting their personal experience. Exhibit the works, and direct students to present brief oral reports describing their experiences and their works of art.
- Display landscape, seascape, and cityscape paintings, and generate a list of art vocabulary to describe the distinguishing characteristics of each painting. Direct students to use vocabulary from the list to present a brief oral report describing one of the paintings.

## Visual Arts Standard 3.15

**The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.**

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### Strand

Cultural Context and Art History

### Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

### Related Academic Standard of Learning

#### *History and Social Science Standard 3.1*

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

### Vocabulary

*architecture, column, compare, contrast, order, Corinthian order, Doric order, element, Ionic order, style, symmetry*

### Activities and Materials

- Drawing, participating in discussions
- Drawing paper, drawing pencils, crayons, markers, home design magazines

### Instructional Strategies

#### *Visual Arts Standard 3.15*

- Display examples of columns from the three classical architectural orders—Doric, Ionic, Corinthian. Identify the base, shaft, and capital of each, and describe their distinguishing characteristics. Explain that the three styles are called *orders* because their parts and proportions are ordered and coordinated. Provide materials, and direct students to design a column reflecting today's world.
- Display images of classical Greek and Roman architecture, and discuss the importance of symmetry in both styles. Explain that the term *symmetry* means the correspondence in size, form, and arrangement of parts on opposite sides of a plane, line, or point; therefore, in architecture, it means opposite halves of a building mirror each other. Symmetry was of major importance in the classical world as can be seen in the temples, amphitheaters, and other public buildings of ancient Greece and Rome. Ask students to identify elements in classical Greek and Roman architecture that create symmetry (e.g. columns, arches, windows, doors). Provide materials, and direct students to create a building that shows symmetry.
- Display photographs of the exteriors and interiors of the Virginia State Capitol, the Cannon U.S. House of Representatives Office Building, the Russell U.S. Senate Office Building, and the U. S. Capitol. Identify ancient Greek and Roman influences in these government buildings. Guide students in generating a list of architectural elements, including the classical orders used. Provide materials, and direct students to design a government building that contains the same classical elements as these actual buildings.
- Display examples of ancient Greek and Roman architecture, and compare and contrast the ways it reflects the human values and cultural beliefs of the time. For example, both societies believed in many gods and built individual temples to each one. The Romans were interested in public exhibitions of games, mock battles, and animal and human contests. Ask students what type of sports architecture today might be similar to that of Rome. Provide materials, and direct students to draw a sports building that reflects the values and beliefs of our culture.

#### *History and Social Science Standard 3.1*

- Display examples of Greek and Roman architecture, and discuss/review the three classical architectural orders. Provide home design magazines, and ask students to find elements of Greek and Roman architecture in the drawings and photographs. Direct students to create a collage of pictures depicting the influence of Greek and Roman architecture on present-day architecture and design.

- Display and discuss examples of architectural styles of ancient cultures, including Greece and Rome. Ask students to bring in photographs or drawings of buildings in the community or state<sup>1</sup> that contain architectural elements seen in these examples of ancient architectural styles. Divide the class into small groups, and direct the class to create a mural from the images they gathered. Have groups add details to the mural, using crayons or markers, and identify the ancient architectural styles in the examples used.

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<sup>1</sup> One notable example could be the famous Egyptian Building in Richmond. See <http://www.bluffton.edu/~sullivanm/virginia/richmond/egyptblding/medicalcollege.html>.

## Visual Arts Standard 3.16

The student will identify and examine objects of the early West African empire of Mali.

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### Strand

Cultural Context and Art History

### Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

### Related Academic Standard of Learning

#### *History and Social Science Standard 3.2*

The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

### Vocabulary

*bogolan, Chi-Wara, griot, khasa, kora, storytelling*

### Activities and Materials

- Participating in discussions, making paper masks
- Construction paper, scissors, glue, drawing pencils, crayons, markers

### Instructional Strategies

#### *Visual Arts Standard 3.16*

- Display images of masks created by the Bamana and Dogon cultures. Explain that these masks are associated with initiation rites and funeral practices. In some Bamana communities, farmers danced with carved wooden masks at planting time to honor the Chi-Wara, a mythical antelope-like animal believed to have taught farming to the ancestors of the Bamana people. Provide materials for students to make a Chi-Wara mask. Display completed masks, and have students compare and contrast their masks with those created in Mali.
- Display examples of Malian bogolan (mud cloths) and khasa (woven blankets). Lead a class discussion comparing and contrasting the patterns and processes used to create these two distinctive items.

#### *History and Social Science Standard 3.2*

- Describe the role of the griot as oral historian of the early West African empire of Mali, and describe how this oral tradition has influenced Mali's visual arts. Read an African story to the class. Provide materials, and direct students to illustrate a scene from the story. Display some images of actual Malian art that depicts elements of the story.
- Discuss the oral tradition of the early West African empire of Mali. Lead a class discussion about storytelling traditions, and discuss with students how their own family stories could influence personal works of art. Provide materials, and direct students to create a work of art depicting a story from their family. Exhibit the work, and ask students to tell the story that goes with their artwork.

## Visual Arts Standard 3.17

The student will identify how works of art reflect times, places, and cultures.

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### Strand

Cultural Context and Art History

### Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

### Related Academic Standard of Learning

#### *History and Social Science Standard 3.12*

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

### Vocabulary

*ancient, collage, contemporary, culture, portrait, self-portrait*

### Activities and Materials

- Participating in discussions, collage making, drawing, painting
- Drawing pencils, drawing paper, markers, crayons, paint, brushes, magazines, glue, scissors

### Instructional Strategies

#### *Visual Arts Standard 3.17*

- Display a variety of contemporary commercial art (e.g., posters, cereal boxes, comics, editorial cartoons, CD covers), and discuss how they reflect our present culture. Provide materials, and direct students to design a cereal box or CD cover that reflects their own time and place.
- Display a variety of portraits painted over a span of several hundred years. Direct students to look for clues in the portraits that indicate when they might have been created. Arrange the portraits in chronological order, and ask students how the selections of objects placed in the portraits changed from the oldest to the most recent. Provide magazines and art materials, and direct students to create a collage of objects they would choose to put in a self-portrait.
- Display a variety of works of art from several different cultures, including ancient Greece, ancient Rome, the early West African empire of Mali, and other cultures they have studied. Direct students to sort the artworks according to culture and explain the reasons for their decisions.
- Display examples of architecture from ancient Greece, ancient Rome, the early West African empire of Mali, and Colonial America. Discuss how each example reflects the time, place, and culture in which they were designed. Provide materials, and direct students to design a building that reflects their own time, place, and culture.

#### *History and Social Science Standard 3.12*

- Display photographs of Americans with diverse ethnic origins along with photographs of the students in the third grade. Compare and contrast the students' ethnic backgrounds, and discuss the variety of their family traditions. Provide materials, and direct students to create a self-portrait. Display these self-portraits on an enlarged outline drawing of the United States.
- Display reproductions of Norman Rockwell's *Four Freedoms* paintings. Lead a class discussion about the four freedoms and Rockwell's interpretations of them. Discuss with students the importance of these individual freedoms and of respecting others' rights to these freedoms.

## Visual Arts Standard 3.18

The student will explain the role of archeology in learning about the art of past cultures.

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### Strand

Cultural Context and Art History

### Goal

The student will understand the relationship of the visual arts to history, culture, and other fields of knowledge.

### Related Academic Standard of Learning

#### *English Standard 3.1*

The student will use effective communication skills in group activities.

- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- Ask and respond to questions from teachers and other group members.
- Explain what has been learned.
- Use language appropriate for context.
- Increase listening and speaking vocabularies.

### Vocabulary

*archeologist, archeology, culture, dig, excavate, influence*

### Activities and Materials

- Participating in discussions
- Found objects, boxes, sand, teaspoons, wire screen, small brushes

### Instructional Strategies

#### *Visual Arts Standard 3.18*

- Display a variety of objects or images of works of art created by artists living in past cultures. Ask students to attempt to identify the displayed objects and images and to determine the culture in which they were created. Explain that *archeology* is the study of past cultures through their preserved material objects and written records, if they exist. Examining preserved works of art is one way to understand the past and its influences on the present and future. Direct each student to choose one work of art, pretend to be the archeologist who discovered it, and tell the class what he/she has learned about the past culture in which it was created.
- Explain the role of archeology in researching past cultures. Display several contemporary cartoons and comic books, and ask students to pretend to be archeologists of the distant future who try to decipher what these artifacts reveal about our culture of today. Direct them to share their findings with the class.
- Place an art print from a past culture at the bottom of a box. Cover it with objects that are similar to objects from that culture. Tell students that they must determine the culture and time of the work of art by assessing the objects as they are removed from the box, one by one. Write the information about each object on the board as the class discusses it. After the print is found and discussed, have students decide whether the objects helped or confused the investigation. Explain that this is the process of archeology.
- Create a “dig” for your students. Provide teaspoons, wire screen, small brushes, and a box full of sand in which you have buried several art objects, such as a small, decorated ceramic pot, a fettling knife, and broken pieces of clay pottery. Direct students to pretend to be archeologists excavating the “dig.” Have students remove the sand carefully one spoonful at a time, screen it for tiny objects, and put it into an empty box. After all objects have been sifted out of the sand and brushed off, direct students to determine when the buried objects were created and from what culture they may come.

#### *English Standard 3.1*

- Display photographs of objects from ancient Greece and Rome. Direct a class discussion to decide what the objects tell us about these past cultures. Explain that an archeologist is a person who locates and studies the remains of ancient times. Ask students to use the evidence seen in the photographs to explain how archeology informs us about these past cultures—i.e., what these objects tell us.
- Explain to the students that archeology is the study of the past through physical remains and that an archeologist is like a detective who studies the past by finding and studying remains. Provide paper bags, each

containing a photograph of a different contemporary work of art. Explain to the students that each of them will choose a bag and become an archeologist from the year 2509 who will tell the rest of the class what that work of art says about life 500 years ago—in the year 2009.

## Visual Arts Standard 3.19

The student will examine and discuss why works of art have been interpreted in different ways throughout history.

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### Strand

Judgment and Criticism

### Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

### Related Academic Standard of Learning

#### *English Standard 3.2*

The student will present brief oral reports, using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

### Vocabulary

*ancient, belief, contemporary, historical content, imagination, Impressionism, Impressionists, interpret, judge, surreal, realism, value*

### Activities and Materials

Participating in discussions, giving oral reports

### Instructional Strategies

#### *Visual Arts Standard 3.19*

- Display examples of Impressionist paintings for students to discuss, interpret, and judge. Explain that the Impressionists were rejected at first because realism, the accepted ideal of beauty, and critics thought this new style was nothing but splashes of paint. Explain that the Impressionist painters were more interested in depicting light's effect on objects than in depicting objects realistically.
- Display a variety of images of Greek and Roman architecture, and discuss the ways in which architecture and works of art could be interpreted to represent a culture's values and beliefs. Have students discuss how they feel when looking at this architecture today. Direct students to look at images of contemporary architecture and tell the class what the architecture says about our present culture's values and beliefs.
- Display art prints that depict surreal ideas from an artist's imagination (e.g., works by Salvador Dalí, Marc Chagall, René Magritte). Direct students to select one print and write several sentences describing what the artist may have imagined when creating the painting. Share the writings with the class, and have students note that the variety of ideas they have about these works of art are as varied as the reactions from viewers throughout history.
- Display art prints from contemporary and ancient cultures that depict human activities (e.g., Greek vases, Egyptian wall paintings, works by Norman Rockwell and Grandma Moses), and discuss how time, place, and subject matter are inspirations for creating art. Guide a student discussion comparing and contrasting the art of the past and the art of the present, especially in the ways they depict human activities.

#### *English Standard 3.2*

- Display prints of works of art that have been interpreted and judged in different ways at different times in their existence (e.g., works by the Impressionists, particularly Vincent van Gogh; works by expressionist painters). Discuss reasons why a work of art might be appreciated differently at different times and by

different viewers. Ask students to each select one of the works and to prepare and present a brief oral report describing it to someone who has never seen it and knows nothing about it.

- Display a work of art from ancient times (e.g., Greek or Roman architecture or vases), and have students discuss how such a work of art from an ancient culture might be interpreted differently today as opposed to the time in which it was created. Display another work of art from ancient times, and have several students prepare and present brief oral reports about their interpretations of the work. At the conclusion of oral reports, discuss with the class the different interpretations. Repeat this activity with a second selected work of art as time permits.

## Visual Arts Standard 3.20

The student will describe the problem-solving process involved in producing personal works of art, using appropriate art vocabulary.

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### Strand

Judgment and Criticism

### Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

### Related Academic Standard of Learning

#### *English Standard 3.2*

The student will present brief oral reports, using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

### Vocabulary

*illusion of depth, landscape, media, portrait, process*

### Activities and Materials

- Giving oral reports, participating in discussions, drawing
- Drawing paper, drawing pencils

### Instructional Strategies

#### *Visual Arts Standard 3.20*

- Display several portraits created in a variety of media. Have students discuss the variety of options available for creating a portrait, including the problem-solving process involved in each medium and the effectiveness of each medium. Prompt students to use appropriate art vocabulary in their discussion.
- Direct students to choose a work of art they created in art class and explain, using appropriate art vocabulary, a problem they encountered in producing the work and how they solved it.
- Provide an incomplete work of art that has a visible mistake in it (e.g., an ink blot, spilled paint, a smudge, a scribble). Ask students how they would solve the problem of the mistake and successfully complete the work.
- Display a variety of objects of various sizes that might be found in a landscape. Direct students to describe the problem-solving process involved in depicting the three-dimensional objects on a flat surface with an illusion of depth, using appropriate vocabulary. Have students draw the objects with an illusion of depth.

#### *English Standard 3.2*

- Ask students to share with the class one of their works of art that demonstrates a problem they solved during creation of the work. Ask students to explain the problem and how they solved it.
- Display examples of several ways artists have created portraits (e.g., photograph; realistic, impressionistic, or cubistic drawing or painting; sculpture), and have students identify the different media, discuss the styles used, and describe the problems inherent in creating portraits in each medium and/or style.

## **Visual Arts Standard 3.21**

**The student will discuss the difference between art and other types of objects, using appropriate art vocabulary.**

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### **Strand**

Judgment and Criticism

### **Goals**

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

### **Related Academic Standard of Learning**

#### ***History and Social Science Standard 3.1***

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

### **Vocabulary**

*art, artifact, architecture*

### **Activities and Materials**

Participating in discussions

### **Instructional Strategies**

#### ***Visual Arts Standard 3.21***

- Explain that artifacts are characteristic products of human activity—i.e., usually handmade objects (artistic or otherwise) that represent a particular culture or stage of technological development. Display images of works of art and artifacts from the present and from the past. Direct students to sort the images according to the time when the works were created—past or present. Lead a class discussion about how we classify art and artifacts from the past. Conduct a discussion about the differences between art and other types of objects, such as artifacts, using appropriate art vocabulary.
- Display images of vases from ancient Greece and Rome and from the present, and discuss their shapes and the decorations found on them. Direct students to use appropriate art vocabulary to compare and contrast the shapes of these objects and their artistic designs.
- Provide a box containing a wide variety of images of artifacts from the past and works of art from the present. Direct each student to take an image from the box and use appropriate art vocabulary to explain to the class why it is an artifact or a work of art.

#### ***History and Social Science Standard 3.1***

- Display images of ancient Greek, ancient Roman, and present-day architecture, and discuss the similarities and differences between ancient and present-day architecture. Identify examples of architecture that are works of art and examples that are not works of art, and discuss the difference. Direct students to use appropriate art vocabulary to explain the contributions of ancient Greece and Rome to present-day architecture.
- Display images of some typical architectural ornaments (e.g., column capitals, frieze designs, bas-reliefs) found in the architecture of ancient Greece and Rome. Direct students to use appropriate art vocabulary to discuss the reasons these are considered works of art. Then, display contemporary architectural ornaments that show a relationship to the ancient ornaments, and have students explain whether or not they should be considered works of art.

## Visual Arts Standard 3.22

The student will analyze works of art by subject matter, including portrait, landscape, still life, and narrative.

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### Strand

Judgment and Criticism

### Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

### Related Academic Standard of Learning

#### *English Standard 3.9*

The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

### Vocabulary

*landscape, narrative, portrait, still life, subject matter*

### Activities and Materials

Participating in discussions, making lists

### Instructional Strategies

#### *Visual Arts Standard 3.22*

- Display a variety of images that include portraits, landscapes, still lifes, and narrative works of art. List these categories on the board, and discuss the definition of each category. Direct students to label the displayed images according to subject matter.
- Display a variety of images of realistic and abstract works of art, and direct students to label them according to subject matter. Have students determine the common elements that define them as portraits, landscapes, still lifes, or narrative works of art, and list the commonalities (e.g., landscape = trees, houses, animals, lakes, barns, fences).
- Display art prints of narrative paintings (e.g., by Grandma Moses or Norman Rockwell), and ask students to describe what they see in each work. Direct students to categorize the paintings as portrait, landscape, still life, or narrative and to explain their decision.

#### *English Standard 3.9*

- Display an art print of a landscape, and conduct a class discussion of the objects depicted and the art elements used in the work. Direct students to write a descriptive paragraph about the scene, using appropriate art vocabulary.
- Display various art prints, including portraits, landscapes, still lifes, and narrative works of art. Direct students to choose one image and write a paragraph describing the elements that place it into one of the four categories—portrait, landscape, still life, or narrative.

## Visual Arts Standard 3.23

The student will express informed judgments about works of art.

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### Strand

Judgment and Criticism

### Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

### Related Academic Standard of Learning

#### *English Standard 3.9*

The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

### Vocabulary

*analyze, critique, describe, interpret, judge, response*

### Activities and Materials

Participating in discussions, making lists

### Instructional Strategies

#### *Visual Arts Standard 3.23*

- Provide students with criteria for making informed judgments about works of art. Ask such questions as “Was the artist successful at communicating an idea? Was the artist successful at using art materials to create a specific style? How might the artist change the work of art to improve it?” Lead a class discussion to answer these questions about a selected work of art.
- Select and display works of art by another class of third-grade students. Lead a class discussion on examining and making informed judgments about each work.
- Have each student conclude an art project by self-judging their own work of art, using the criteria utilized in previous activities. Select several students, and direct them to address the strengths and weaknesses of their projects, and how they would make improvements if they could do the project over again.

#### *English Standard 3.9*

- Demonstrate how to develop a plan for writing a self-critique of a completed work of art, using the five steps of critiquing—describe, analyze, interpret, judge, and respond. Direct each student to apply this process to a selected, personal work of art to determine the student’s success at art making.
- Select and display works of art pertaining to related ideas/themes. Guide students in a class discussion that leads to making informed judgments of the artwork and provides students insight into their own artistic process. Create a list of student comments. Have students use the list to write a descriptive paragraph expressing an informed judgment about one of the displayed works of art.

## Visual Arts Standard 3.24

The student will analyze works of art for the use of

1. rhythm;
  2. balance—symmetry and asymmetry; and
  3. spatial relationships—overlapping, size, proportion, and placement.
- 

### Strand

Judgment and Criticism

### Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

### Related Academic Standard of Learning

#### *Mathematics Standard 3.16*

The student will identify and describe congruent and noncongruent plane figures.

### Vocabulary

*asymmetry, balance, overlapping, placement, proportion, size, spatial relationship, symmetrical, two-dimensional*

### Activities and Materials

Participating in discussions, tracing

### Instructional Strategies

#### *Visual Arts Standard 3.24*

- Display a variety of art images, and define, discuss, and analyze rhythm, balance, and spatial relationships as seen in the images. Ask students to decide whether one aspect is dominant in each image, and direct them to give their reasons for their choice.
- Display a variety of landscape prints, and discuss how the artists achieved the illusion of depth on a two-dimensional surface. Ask students to describe the relationship of the objects placed on the picture plane and the illusion of depth created by overlapping and varying the sizes of objects.
- Discuss symmetrical and asymmetrical balance. Display images of ancient Greek and Roman architecture, and direct students to point out the areas where balance is evident in the design. Ask them whether the balance is symmetrical or asymmetrical, and direct them to defend their answers.
- Display examples of mud cloth from the early West African empire of Mali, and discuss the colors, lines, and shapes used in the designs and their roles in creating rhythm in each design.

#### *Mathematics Standard 3.16*

- Display art prints in which symmetry is used, and identify and describe the symmetrical objects in the works of art. Provide art prints, and direct students to use tracing procedures to identify symmetrical two-dimensional objects in the works.
- Provide students with images of ancient Greek and Roman vases, and discuss the designs that decorate them. Direct students to point out the areas of symmetry and to trace them.

## Visual Arts Standard 3.25

**The student will examine the relationship between form and function in the artifacts of a culture.**

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### Strand

Aesthetics

### Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

### Related Academic Standard of Learning

#### *History and Social Science Standard 3.7*

The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

### Vocabulary

*aesthetic, artifact, capital resources, contemporary, form, function, human resources, natural resources*

### Activities and Materials

Participating in discussions

### Instructional Strategies

#### *Visual Arts Standard 3.25*

- Display images of ancient Greek and Roman vases and other vessels, and discuss the expressions of form and function seen in them. Describe the materials used to create the vessels and how these materials may have affected the form of the artifacts. Have students discuss the form and decoration of the vessels and how these aspects are related to the purpose and function of the vessels.
- Display images of architecture from ancient Greece, ancient Rome, and the early West African empire of Mali. Have students discuss the relationship between form and function in the buildings. Ask students how the materials available to the builders influenced the form or function of the architecture.
- Display images of textiles (mud cloth) from the early West African empire of Mali. Direct students to examine the relationship between the form and function of the textiles.

#### *History and Social Science Standard 3.7*

- Display a variety of images of artifacts from ancient Greece. Lead a discussion concerning the use of natural resources in the production of such functional works of art and the availability of these natural resources. Ask students what impact the production of these artifacts probably had on the economies of the countries. Continue by discussing the relationship between form and function in each artifact.
- Display a variety of images of artifacts from ancient Rome. Lead a discussion concerning the use of natural resources in the production of such functional works of art and the availability of these natural resources. Ask students what impact the production of these artifacts probably had on the economies of the countries. Continue by discussing the relationship between form and function in each artifact.
- Display a variety of images of artifacts from the early West African empire of Mali. Lead a discussion concerning the use of natural resources in the production of such functional works of art and the availability of these natural resources. Ask students what impact the production of these artifacts probably had on the economies of the countries. Continue by discussing the relationship between form and function in each artifact.

## Visual Arts Standard 3.26

The student will identify common attributes in works of art produced by artists within one culture.

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### Strand

Aesthetics

### Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

### Related Academic Standard of Learning

#### *English Standard 3.9*

The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

### Vocabulary

*aesthetic, architecture, attribute*

### Activities and Materials

Participating in discussions, writing

### Instructional Strategies

#### *Visual Arts Standard 3.26*

- Display images of textiles and other artifacts from the early West African empire of Mali. Discuss the steps needed to produce mud cloth and the steps needed to produce the other artifacts. Ask students to identify the common attributes seen in the various pieces of mud cloth and other artifacts. Have students discuss the possible reasons that these attributes are found in these different objects from this one culture.
- Display art prints of several French Impressionist artists, and discuss the techniques used by the artists to create the impressionistic effect. Ask students to identify the common attributes seen in all these paintings and to discuss the possible reasons for these commonalities.
- Display images of a variety of ancient Greek vases, and discuss the forms, decorations, and colors employed by the various artists. Ask students to identify the common attributes of the different vases and to give possible reasons for these commonalities.
- Display images of the architecture of ancient Greece and Rome, and discuss forms and decorations employed by the various builders. Ask students to identify the common attributes of the different architectural examples and to give possible reasons for these commonalities.

#### *English Standard 3.9*

- Display images of ancient Greek and Roman architecture, and discuss the common elements seen in the buildings. Direct students to write a descriptive paragraph comparing these buildings and explaining their commonalities.
- Display images of ancient Greek and Roman vases, and discuss the similarities in the shapes, colors, and decorations. Direct students to write a descriptive paragraph comparing these vases and explaining their commonalities.

## Visual Arts Standard 3.27

The student will determine why art has value.

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### Strand

Aesthetics

### Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

### Related Academic Standard of Learning

#### *English Standard 3.1*

The student will use effective communication skills in group activities.

- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- Ask and respond to questions from teachers and other group members.
- Explain what has been learned.
- Use language appropriate for context.
- Increase listening and speaking vocabularies.

### Vocabulary

*criteria, culture, value*

### Activities and Materials

Participating in discussions

### Instructional Strategies

#### *Visual Arts Standard 3.27*

- Display images of (or actual) representative works of art from a culture (e.g., China, Mexico). Discuss the similarities and differences seen in the works, and ask students to decide, based on the displayed art, what criteria the culture might use to value its art (e.g., color, form, technique, subject matter).
- Display images of works of art from two cultures (e.g., Chinese brush painting, works by American artist Romare Bearden). Discuss the important elements each culture values as observed in the displayed works of art.
- Display images of sculptures from two cultures (e.g., Native American totem poles, Greek statues). Ask students to describe the similarities and differences observed in the displayed art and the criteria used by each culture to value its art.
- Display images of textiles from two cultures (e.g., early West African empire of Mali, ancient China). Direct students to compare and contrast the textiles and determine the criteria used to value them.
- Display images of works of art that are examples of human communication through images and pictographs (e.g., cave art, ancient Egyptian art, ancient Chinese calligraphic paintings, medieval religious art). Discuss the ways these works of art communicated ideas and why images were used instead of words. Direct students to examine the value of art as a means of communication through pictures.
- Display images of artifacts from archeological finds. Discuss the artifacts, and direct students to describe reasons these artifacts have value to people today.
- Select and display works of art that portray historical events. Lead a class discussion of the value of these works of art to people today. Direct students to determine the importance of expressing and recording in contemporary works of art the culture and events of today. What is the value of such works today? What will be the value for future generations?

#### *English Standard 3.1*

- Display images of portraits from two cultures (e.g., works by Colonial American limner artists, works by Dutch artist Rembrandt van Rijn), and have students discuss the similarities and differences. Ask several students to tell the class the criteria they believe each culture used to value the works of art. Allow the class to ask questions, and have the students respond.

- Display images of architecture from two cultures (e.g., ancient Rome, early West African empire of Mali). Lead a discussion with students to compare and contrast the images as representative of each culture. Direct students to determine the criteria each culture used to value their architecture, and ask several students to explain the criteria to the class, using effective communication skills. Allow the class to ask questions, and have the students respond.

## Visual Arts Standard 3.28

The student will develop and describe personal reasons for valuing works of art.

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### Strand

Aesthetics

### Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

### Related Academic Standard of Learning

#### *English Standard 3.9*

The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

### Vocabulary

*criteria, personal, value*

### Activities and Materials

Participating in discussions, making lists, writing

### Instructional Strategies

#### *Visual Arts Standard 3.28*

- Display several works of art in various styles, such as abstract, realistic, and nonobjective, and number them. Provide students with paper, and direct them to write the number of the work that they personally value the most. Collect the papers, tally the results, and reveal them to the class. Lead a class discussion concerning the many different reasons students chose the works they did. Reasons may be very different and personal because each viewer has different criteria for valuing works of art.
- Display works of art that are on display in major museums. Lead a class discussion on the reasons these particular works are considered by experts to be more valuable than other works. Explain that works of art have value only because people have personal reasons for deciding they are valuable. People may agree or disagree about the value of a particular work of art, but each person must develop his/her own criteria for valuing works of art. Direct students to list their reasons for valuing a particular work of art.

#### *English Standard 3.9*

- Display a work of art that has historical importance. Direct students to develop and explain in writing their personal reasons for valuing the displayed work. Select several students to share their personal reasons. Direct students to review and revise their writing for clarity, and then read selected writings to the class.
- Select and display a work of art that expresses an emotion. Focus on the central idea of how the artist used art as a form of *personal*, emotional expression and how humans have used art throughout history as a form of personal expression. Direct students to examine the value of having art that expresses and reflects their own ideas and emotions. Create a list of students' personal reasons for valuing such works. Direct students to develop and explain in a written paragraph their personal reasons for valuing such art and the opportunities to appreciate it.