

## Grade Three

The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures, and they will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

### Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve visual problems.
- 3.2 The student will use various art processes and techniques to produce works of art that demonstrate craftsmanship.
- 3.3 The student will develop art ideas from a variety of sources, including print, non-print, and technology.
- 3.4 The student will identify and use
  - 1. intermediate colors;
  - 2. warm and cool colors;
  - 3. positive and negative space;
  - 4. balance—symmetry and asymmetry;
  - 5. pattern—extend the sequential structure, using motifs; and
  - 6. contrast.
- 3.5 The student will compare, contrast, and use organic and geometric shapes in works of art.
- 3.6 The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.
- 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.
- 3.8 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.9 The student will identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone).
- 3.10 The student will produce a work of art that communicates feelings.
- 3.11 The student will create a work of art in clay, using the coil-building process.

### Cultural Context and Art History

- 3.12 The student will identify and discuss common characteristics in various art careers (e.g., painter, sculptor, illustrator, visual art teacher).
- 3.13 The student will discuss how history, culture, and the visual arts influence each other.

- 3.14 The student will identify distinguishing characteristics of landscape, seascape, and cityscape.
- 3.15 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.
- 3.16 The student will identify and examine objects of the early West African empire of Mali.
- 3.17 The student will identify how works of art reflect times, places, and cultures.
- 3.18 The student will explain the role of archaeology in learning about the art of past cultures.

### **Judgment and Criticism**

- 3.19 The student will examine and discuss why works of art have been interpreted in different ways throughout history.
- 3.20 The student will describe the problem-solving process involved in producing personal works of art, using appropriate art vocabulary.
- 3.21 The student will discuss the difference between art and other types of objects, using appropriate art vocabulary.
- 3.22 The student will analyze works of art by subject matter, including portrait, landscape, still life, and narrative.
- 3.23 The student will express informed judgments about works of art.
- 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.

### **Aesthetics**

- 3.25 The student will examine the relationship between form and function in the artifacts of a culture.
- 3.26 The student will identify common attributes in works of art produced by artists within one culture.
- 3.27 The student will determine why art has value.
- 3.28 The student will develop and describe personal reasons for valuing works of art.