

21st CENTURY

Grade 3 – General Art

Children learn to identify and use complementary colors, organic forms, foreground, middle ground and background, repetition and overlapping. Children create portraits and illustrate stories. They explore how art reflects emotion. Children continue to develop creative problem solving skills as they see connections between the visual arts and other disciplines which demonstrates 21st Century Communication and Life skills along with Learning and Thinking skills. Teachers' encouragement of creative work is expected over prepared or prefabricated materials.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the Visual Art Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology, and objectives.

Grade 3	Visual Art			
Standard: 1	Media, Techniques and Processes			
VA.S.3.1	Students will: identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner			
Performance Descriptors VA.PD.3.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student performing at the distinguished level identifies and describes differences in art forms (two-dimensional and three-dimensional). The student applies and models innovative problem-solving skills when creating artworks. The student consistently uses materials, tools and technology in a safe and responsible manner.	The student performing at the above mastery level independently identifies differences in art forms (two-dimensional and three-dimensional). The student independently applies and explains problem-solving skills when creating artworks. The student uses materials, tools and technology in a safe and responsible manner with self-direction.	The student performing at the mastery level identifies differences in art forms (two-dimensional and three-dimensional). The student independently applies problem-solving skills when creating artworks. The student uses materials, tools and technology in a safe and responsible manner.	The student performing at the partial mastery level identifies with assistance, differences in art forms (two-dimensional and three-dimensional). The student applies problem-solving skills with assistance when creating artworks. The student uses materials, tools and technology with assistance in a safe and responsible manner.	The student performing at the novice level identifies, with repeated assistance, differences between art forms (two-dimensional and three-dimensional). The student identifies problem-solving skills with assistance when creating artworks. The student uses materials, tools and technology with constant supervision in a safe and responsible manner.

Objectives	Students will
VA.O.3.1.01	compare how different techniques & processes in various drawing and/or painting media causes artwork to have different appearances
VA.O.3.1.02	use drawing and/or painting media to create artwork.
VA.O.3.1.03	compare forms, shapes, and building materials used in architecture.
VA.O.3.1.04	create a three-dimensional model and/or an architectural structure.
VA.O.3.1.05	use materials, tools and technology in a safe and responsible manner.

Grade 3	Visual Art
Standard: 2	Elements of Art and Principles of Design
VA.S.3.2	Students will: identify selected elements and principles of design as they relate to art and the environment; understand qualities of elements of art & principles of design as they apply to two- & three-dimensional objects & artworks; apply elements of art and principles of design as they relate to problem-solving skills in the creation of art; and communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Performance Descriptors VA.PD.3.2

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student performing at the distinguished level identifies and describes selected elements and principles of design as they relate to art in his/her environment. The student applies and models innovative qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks.	The student performing at the above mastery level independently identifies selected elements and principles of design as they relate to art in his/her environment. The student independently applies and discusses expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks.	The student performing at the mastery level identifies selected elements and principles of design as they relate to art in his/her environment. The student discovers, applies and communicates expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks.	The student performing at the partial mastery level identifies with assistance selected elements and principles of design as they relate to art in his/her environment. The student applies with assistance expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks.	The student performing at the novice level identifies with repeated assistance selected elements and principles of design as they relate to art in his/her environment. The student identifies expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks.

Objectives	Students will
VA.O.3.2.01	recognize and use complementary and neutral colors.
VA.O.3.2.02	describe and create artworks using repetition and/or overlapping lines
VA.O.3.2.03	compare geometric shapes and forms and create artworks using both.
VA.O.3.2.04	experiment with figure and facial proportions and create three-dimensional portraits, e.g., masks, cameos
VA.O.3.2.05	create artworks using two or more textures and describe the effects.
VA.O.3.2.06	explore the concept of composition and space as it relates to foreground, middle-ground, and background.
VA.O.3.2.07	describe and create artworks using symmetrical and/or asymmetrical balance.
VA.O.3.2.08	explore and use overlapping shapes to create an illusion of depth in artworks
VA.O.3.2.09	create patterns using line, shape, and/or color, e.g., weaving, surface design.

Grade 3	Visual Art
Standard: 3	Subject Matter, Symbols and Ideas
VA.S.3.3	Students will: identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols and ideas.

Performance Descriptors VA.PD.3.3

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student at the distinguished level compares and contrasts themes and symbols when viewing artworks. The student incorporates global themes and symbols when creating artworks. The student relates and justifies personal experiences as content for the creation of artworks.	The student performing at the above mastery level categorizes themes and symbols when viewing artworks. The student analyzes and applies specific themes and symbols in his/her environment when creating artworks. The student communicates and relates personal experiences as content for the creation of artworks.	The student performing at the mastery level identifies, selects and discusses themes and symbols when viewing artworks. The student selects and applies specific themes and symbols found in his/her environment when creating artworks. The student communicates personal experiences as content for the creation of artworks.	The student performing at the partial mastery level identifies themes and symbols when viewing artworks. The student selects and applies with assistance specific themes and symbols found in his/her environment when creating artworks. The student communicates with assistance personal experiences as content for the creation of artworks.	The student performing at the novice level identifies with assistance themes and symbols when viewing artworks. The student applies a memorized theme and symbol found in his/her environment when creating artworks. The student communicates with considerable assistance personal experiences as content for the creation of artworks.

Objectives	Students will
VA.O.3.3.01	explore portrait, illustration, and architecture as subject matter for art.
VA.O.3.3.02	use architecture in their local environment as subject matter.
VA.O.3.3.03	create a portrait.
VA.O.3.3.04	identify examples of symbols in artworks, e.g., portraits, illustrations, and architecture.
VA.O.3.3.05	create illustrations for a story.

Grade 3	Visual Art
Standard: 4	Art History and Diversity
VA.S.3.4	Students will: identify how the visual arts have a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other.

Performance Descriptors VA.PD.3.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student at the distinguished level summarizes and draws conclusions regarding the diverse characteristics of a historical or multi-cultural reference of artworks.	The student at the above mastery level identifies, differentiates and justifies characteristics of a historical or multi-cultural reference of artworks.	The student performing at the mastery level identifies artworks by linking art to a historical or multi-cultural reference.	The student at the partial mastery level identifies and classifies characteristics of a historical or multi-cultural reference.	The student at the novice level identifies limited characteristics of a historical or multi-cultural reference.
Objectives	Students will			
VA.O.3.4.01	discuss how art relates to history and can represent a culture.			
VA.O.3.4.02	identify art and artists in various cultures throughout history.			
VA.O.3.4.03	explain differences in art from varying cultures.			
VA.O.3.4.04	create artworks with subjects that reflect present-day culture.			

Grade 3	Visual Art
Standard: 5	Reflection and Analysis
VA.S.3.5	Students will: identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Performance Descriptors VA.PD.3.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student at the distinguished level investigates the purpose of artworks and the role of an artist through independent research and presentation. The student relates and compares the content of artworks in a global society. The student compares and critiques his/her artwork to the work of a great master.	The student at the above mastery level investigates the purpose of artworks and the role of artists by conducting small group discussions. The student relates and compares the content of artworks to his/her state and country. The student self-evaluates his/her artwork to display and defends his/her choice.	The student at the mastery level investigates the purpose of artworks and the role of artists by observing and discussing displayed artworks. The student relates and compares the content of artworks to home and community experiences. The student selects a favorite artwork and defends his/her choice.	The student at the partial mastery level investigates the purpose of artworks and the role of an artist with assistance. The student with assistance finds similarities between artworks and home/community experiences. The student selects a favorite artwork.	The student at the novice level investigates the purpose of artworks and the role of an artist with considerable assistance. The student with considerable assistance finds similarities between artworks and home/community experiences. The student selects a favorite artwork with peer assistance.

Objectives	Students will
VA.O.3.5.01	identify different reasons for creating art, e.g., aesthetic, historical, functional, and nonfunctional.
VA.O.3.5.02	explore two- or three-dimensional art that reflects emotion.
VA.O.3.5.03	select a favorite artwork to display and discuss reasons for the choice.

Grade 3	Visual Art
Standard: 6	Multi-disciplinary Connections
VA.S.3.6	Students will: identify characteristics of the visual arts and other disciplines; and analyze by comparing and contrasting connections between disciplines.

Performance Descriptors VA.PD.3.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student at the distinguished level demonstrates a multi-disciplinary connection by designing and presenting an original artwork incorporating other disciplines.	The student at the above mastery level demonstrates a multi-disciplinary connection by creating an original artwork using another discipline.	The student at the mastery level identifies and explores characteristics of multi-disciplines within an artwork.	The student at the partial mastery level recalls connections between art and other disciplines with assistance.	The student at the novice level recognizes connections between art and other disciplines with considerable assistance.

Objectives	Students will
VA.O.3.6.01	recognize how some presentations can contain several arts disciplines; e.g., theater, set-design, puppetry, opera, movies, music videos.
VA.O.3.6.02	discuss how the senses can be used with the arts disciplines.
VA.O.3.6.03	identify the use of color in art and its connections to physical science, e.g., rainbows, seasons.