



Archdiocese of Washington Catholic Schools

Academic Standards

Art



3rd Grade

RESPONDING TO ART: History

Standard 1

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

- 3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- 3.1.2 Speculate on the function or purpose of a work of art and make connections to the culture.
- 3.1.3 Identify themes and symbols in works of art from various cultures and time-periods.

Standard 2

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

- 3.2.1 Recognize and be familiar with works of art from a variety of cultures and identify artist and clues to the culture.
- 3.2.2 Identify and distinguish between realistic, abstract, and non-objective works of art.
- 3.2.3 Describe clues found in a work of art or artifact that determine if the work is old or new.

RESPONDING TO ART: Criticism

Standard 3

Students describe, analyze, and interpret works of art and artifacts.

- 3.3.1 Identify and describe sensory, formal, technical, and expressive properties in the work.
- 3.3.2 Construct meaning in works of art based on personal response, properties found in the work and background information about the work.
- 3.3.3 Use appropriate art vocabulary.

Standard 4

Students identify and apply criteria to make informed judgments about art.

- 3.4.1 Listen to multiple responses to a work of art by people from the art world (historians, critics, philosophers, curators) then identify criteria used by these people in making informed judgments.



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RESPONDING TO ART: Aesthetics

Standard 5

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

- 3.5.1 Respond to a work of art and examine alternate responses of peers to discriminate between statements of facts and those of opinion.
- 3.5.2 Discuss questions about art and know that all cultures have different beliefs about beauty and art.

Standard 6

Students theorize about art and make informed judgments.

- 3.6.1 Identify artwork made from the artist's philosophy that art is at its best when it evokes strong emotions from viewers (emotionalism).
- 3.6.2 Reflect on personal response to a work of art and identify personal preference.

CREATING ART: Production

Standard 7

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

- 3.7.1 Demonstrate observational skills in the production of artwork.
- 3.7.2 Create artwork that communicates personal ideas and experiences.
- 3.7.3 Demonstrate ability to successfully generate a variety of symbols, and select and refine a symbol that communicates the idea.

Standard 8

Students understand and apply elements and principles of design effectively in their work.

- 3.8.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in their work that effectively communicates their ideas.
- 3.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary), lines (characteristics and qualities), textures (tactile and visual), and space (placement/overlapping/negative/positive/size), in their work and the works of others.



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Standard 9

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

3.9.1 Identify differences between media and the visual characteristics of each medium (see below).

3.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting

PRINTMAKING:

Media: found objects, printing ink, styrofoam, stencil

Processes: collograph, relief, frottage (rubbing)

CERAMICS:

Media: modeling clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam

Processes: carving, additive, subtractive, modeling, constructing

FIBERS:

Media: cloth, yarn, ribbon, found objects

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

NEW MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in programs such as Artrageous, Open Eyes, Hyper studio, KidPix



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3.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 10

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

3.10.1 Demonstrate evidence of reflection, refinement, and care in completion of work.

3.10.2 Identify and apply assessment criteria for studio work (craftsmanship, control of media, communication of ideas) and reflect on the evidence of those qualities in their work.

3.10.3 Demonstrate respect for their work and the work of others.

CAREERS AND COMMUNITY

Standard 11

Students recognize a variety of art-related professions and careers in our society.

3.11.1 Identify the roles of artists, docents, guards, and curators at museums and galleries.

Standard 12

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

3.12.1 Identify individual art experiences and how these affect daily life.

3.12.2 Visit local museums, exhibits, art performances, and experience visiting artists in the school.

INTEGRATED STUDIES

Standard 13

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

3.13.1 Identify and compare similar concepts or principles found in art and across disciplines (such as symmetry, pattern, or celebration).

3.13.2 Demonstrates the ability to create a work of art integrating concepts, subject matter, or the sign systems (such as words or numbers) of another discipline.



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Standard 14

Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.

3.14.1 Identify and compare similar concepts or principles found in visual art and other art forms.

3.14.2 Demonstrate ability to create an integrated work integrating concepts, processes, and sign systems (such as images, movement, sound, or words) of several art forms.