

LCPS Art Curriculum: THIRD GRADE

CREATE - Conceive

Conceive – Standard of Achievement (1)

The student will use a variety of sources and processes to generate original ideas for artwork.

Essential Questions

- Where do ideas come from?
- Why is idea generation important for the creative process?
- How do different sources and processes affect the artists’ final works?

Enduring Understanding

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Use more than one source to generate and list ideas for artmaking.			Creator Critical Thinker
1. Use personal experiences, imagination, play or experimentation to generate and combine ideas.	Cr1.1.3a	3.1 (a)	Creator Critical Thinker
2. Use observation and memory to generate and combine ideas.			Creator Critical Thinker
3. Use sensory processes and kinesthetic movement to generate and combine ideas.		3.1(a)	Creator Critical Thinker
4. Use the natural and man-made environment to generate and combine ideas.			Creator Critical Thinker
5. Use a variety of sources including print, non-print and contemporary media to generate and combine ideas.		3.17	Creator Critical Thinker
B3. Select and carry out deliberate processes to generate ideas for artmaking.		3.2	Creator Critical Thinker
1. Review, select, and use a thinking process including such as brainstorming, preliminary sketching, listing, charting, comparing, interviewing or dialog to generate ideas.	Cr1.1.4a	3.2 (b)	Creator Critical Thinker
2. Expand sketches, marks and annotations to generate ideas.		3.2(b)	Creator Critical Thinker
3. Select and use sequencing, mind-mapping or webbing to generate ideas.		3.1(a)	Creator Critical Thinker
4. Collaborate to select and use familiar thinking processes to generate an idea.		3.1(b)	Creator Critical Thinker

CREATE – Develop

Develop – Standard of Achievement (2)

The student will plan, advance, and refine original ideas for artworks.

Enduring Understanding

- Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.
- An artist revises ideas to discern their value in the creative process.

Essential Questions

- How does an artist measure the value of an idea?
- How is involvement in the idea development process reflected in the artists’ works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Problem-solve to plan and advance ideas for artmaking.		3.1 3.2	Creator Critical Thinker
1. Consider and select creative process steps to plan for artmaking.		3.2(b)	Creator Critical Thinker
2. Conduct a series of experiments with materials and tools to plan for artmaking.		3.1(a)	Creator Critical Thinker
3. Identify and choose from innovative solutions to artmaking problems.		3.2 (a)	Creator Critical Thinker
4. Document plans in lists, drawings, diagrams or graphic organizers.		3.2(b)	Creator Critical Thinker
5. Apply creative thinking to artmaking through creating work in collaboration with others.		3.1 (b)	Creator Critical Thinker Collaborator
B3. Appraise and refine a plan for art making.		3.2	Creator Critical Thinker
1. Review and appraise a plan for artmaking using a checklist or rating scale.			Creator Critical Thinker
2. Ask and respond to questions to revise a plan for artmaking.		3.2 (c)	Creator Critical Thinker Communicator
3. Consult with others to plan for artmaking.		3.2(c)	Creator Critical Thinker Communicator
4. Choose among possible changes to a plan for artmaking.		3.2(b)	Creator Critical Thinker

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CREATE - Produce

Produce – Standard of Achievement (3)

The student will realize the culmination of original ideas from conception through resolution in original artworks.

Enduring Understanding

Ideas are endemic to artworks.

The act of making art brings life to ideas and allows them to be shared.

Essential Questions

What processes are used to bring ideas to realization in artworks?

How do artists’ choices impact the efficacy of the final products?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Use topics of personal relevance, local interest and global significance to express enduring ideas in original artworks.		3.1	Creator Critical Thinker Contributor
1. Depict natural or mechanical systems.		3.14	Creator Critical Thinker
2. Investigate and construct diagrams and maps in art.	Cr2.3.3a		Creator Critical Thinker
3. Interpret knowledge of the past and apply it to the present.		3.6(a)	Creator Critical Thinker Communicator
4. Express a personal view of democracy.			Creator Critical Thinker Communicator
B3. Select and use a range of subject matter to produce original artworks.		3.1	Creator Critical Thinker
1. Depict the human face and figure including portraits and genre.		3.14	Creator Critical Thinker
2. Depict real, imaginary or groups of animals.		3.1(a)	Creator Critical Thinker Communicator
3. Depict natural and man-made objects and environments such as landscapes, cityscapes, or seascapes.		3.13	Creator Critical Thinker Communicator
4. Depict surroundings in observational drawings.	Cn10.1.3a	3.14	Creator Critical Thinker
5. Produce original designs for objects, structures, or environments.			Creator Critical Thinker
C3. Classify and use formal components to produce original artworks.		3.12	Creator Critical Thinker
1. Classify and use geometric, organic and free form shapes and forms to represent things in the world.		3.14	Creator Critical Thinker Communicator
2. Classify and use traditional and invented lines, pattern motifs, and textures to enhance artworks.		3.12 (e)	Creator Critical Thinker Communicator
3. Classify and use contrast and color combinations, including intermediate, warm and cool color combinations.		3.12 (a)	Creator Critical Thinker Communicator
		3.12 (d)	Creator Critical Thinker Communicator
4. Classify and arrange objects according to size and location to create the illusion of depth.		3.13	Creator Critical Thinker Communicator
5. Classify and use accurate proportions to depict subject matter.			Creator Critical Thinker Communicator
6. Identify and use foreground, middle-ground and background to create the illusion of depth in two-dimensional works of art.		3.13	Creator Critical Thinker Communicator
7. Classify and balance positive and negative space.		3.12 (b)	Creator Critical Thinker Communicator
8. Classify and use symmetrical, asymmetrical, and radial balance.		3.12 (c)	Creator Critical Thinker Communicator
9. Classify and explore concave and convex forms.			Creator Critical Thinker Communicator

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10. Classify and explore approaches to abstraction, such as simplification and arbitrary color.			Creator Critical Thinker Communicator
D3. Explain, categorize, and use materials, tools, and processes safely and appropriately to produce original artworks.	Cr2.2.3a	3.5 (b)	Creator Critical Thinker
1. Describe and use drawing, painting, printmaking, sculpting, collage, and fiber arts materials and tools safely and appropriately.			Creator Critical Thinker
2. Categorize materials, tools, and processes by attributes, applications, and desired results.	Cr2.1.3a		Creator Critical Thinker
3. Use proper scissor-cutting, brush handling, and gluing techniques.			Creator Critical Thinker
4. Explain and use motor skills, when cutting, modeling, stitching, and weaving.			Creator Critical Thinker Communicator
5. Use a ruler as a guide and a measuring tool.			Creator Critical Thinker
6. Elaborate visual information by adding details.	Cr3.1.3a		Creator Critical Thinker Communicator
7. Write or draw the sequence of steps in the artmaking process.			Creator Critical Thinker Communicator
8. Take responsibility for the care of art tools and materials.		3.5 (b)	Contributor
E3. Practice and apply a variety of media, skills, techniques, and art forms to produce original artworks.	Cr1.2.3a		Creator Critical Thinker
1. Practice and apply a variety of drawing media and techniques using line variations, texture, and shading.			Creator Critical Thinker
2. Practice and apply painting techniques including brush control, expanded brush stroke variations, dry brush, wet-on-wet, wash, color mixing, and over painting.			Creator Critical Thinker
3. Practice and apply printmaking media and techniques including mixed media, collagraph, mono or relief printing to print and sign and number an edition.			Creator Critical Thinker
4. Practice and apply textile media and techniques to stitch, appliqué, or weave with paper or yarn.			Creator Critical Thinker
5. Practice and apply collage media and techniques to cut, tear, arrange, overlap, layer and reveal objects using paper and ephemera.			Creator Critical Thinker
6. Practice and apply sculpture media and techniques to cut, fold, bend, twist, open, close, add, subtract, join and glue paper, cardboard, wire, or found materials.		3.16	Creator Critical Thinker
7. Practice and apply ceramic media and techniques to model, add, subtract, roll, press a slab, coil, incise, and glaze.		3.16	Creator Critical Thinker
8. Investigate and practice using a variety of digital media and techniques for creating and editing works of art.		3.10	Creator Critical Thinker
9. Apply and combine various craft media and techniques.		5.16 (b)	Creator Critical Thinker

LCPS Art Curriculum: THIRD GRADE

PRESENT – Organize

Organize – Standard of Achievement (4)

The student will apply and refine skills and practices to prepare and display artworks.

Enduring Understanding

The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer.
Artists and curators attempt to convey meaning through the display of artworks.

Essential Questions

How does the organization of artworks on display influence the interpretation of the viewer?
What are the preparation and organization responsibilities for displaying artworks?
Who assumes responsibility for the preparation and display of artworks?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Prepare, display and explain artworks for an audience based on guidelines.	Pr5.1.3a		Contributor
1. Sign, label and title personal artworks.			Contributor
2. Trim, center, mount and display personal artworks.			Contributor
3. Explain personal artworks to an audience.			Contributor Communicator
4. Collaborate to choose a venue for a display.	Pr4.1.3a		Contributor Collaborator
5. Include an artist's statement with the display.			Contributor Communicator

PRESENT – Curate

Curate – Standard of Achievement (5)

The student will sift through, contemplate and select artworks based on criteria or purpose.

Enduring Understanding

Curation of artworks requires active engagement in the examination and selection of artworks.
Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.

Essential Questions

How do personal experiences affect curation of artworks?
Why is it important to engage in the curation process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Examine and select artworks for display based on a set of criteria.	Re9.1.3a		Critical Thinker
1. Examine personal artworks according to one or more criteria.			Critical Thinker
2. Examine and select from a set of artworks based on a self-determined criterion.		3.4	Critical Thinker
3. Collaborate to examine and select from a set of artworks for display.		3.7	Critical Thinker Collaborator
B3. Examine and describe reasons for valuing selected artworks.		3.7	Critical Thinker Communicator Contributor
1. Examine and discuss reasons for choosing personal artworks for display.		3.4	Critical Thinker Communicator Contributor
2. Discuss reasons for determining the artwork selection criterion.			Critical Thinker Communicator Contributor
3. Examine and discuss how content and meaning influence the artwork selection process.			Critical Thinker Communicator Contributor
4. Discuss the value of art exhibitions as historical and cultural documentation.			Critical Thinker Communicator Contributor

PRESENT – Communicate

Communicate – Standard of Achievement (6)

The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).

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Enduring Understanding

Communication is a multi-faceted endeavor that involves one or more of the senses.

Effective communication depends on the mode of delivery, the content, and the receptivity of the audience.

Essential Questions

How does an artist choose the best way to communicate with an audience?

What is the relationship between artists' intent and chosen means of communication?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Determine and discuss reasons for creating, sharing and valuing art.		3.7	Critical Thinker Communicator Contributor
1. Discuss opinions with supporting statements about selected artworks.			Critical Thinker Communicator
2. Describe intended purpose and expressive content in a collection of artworks.			Critical Thinker Communicator
3. Explain how and why community opinions of public artworks vary.			Critical Thinker Communicator
4. Determine and discuss reasons artists create and share artworks.			Critical Thinker Communicator
B3. Describe an artwork and the art making process using art vocabulary.		3.3	Critical Thinker Communicator
1. Describe to peers and others the purpose behind the creation of a personal artwork.			Critical Thinker Communicator
2. Describe the sequence of steps followed to create a personal artwork using art vocabulary.			Critical Thinker Communicator
3. Write a paragraph to describe a personal artwork.			Critical Thinker Communicator
4. Identify distinguishing characteristics of a selection of art, such as landscape, portrait, still life, and narrative works.		3.3 (a)	Critical Thinker
5. Analyze personal works of art, using visual art vocabulary, such as the elements of art and/or principles of design.		3.3 (b)	Critical Thinker Communicator
6. Identify how works of art and craft communicate aspects of times, places, and cultures.		3.3 (c)	Critical Thinker Communicator

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RESPOND – Perceive

Perceive – Standard of Achievement (7)

The student will contemplate and explain content, value and intended purpose of artworks.

Enduring Understanding

Perception involves careful looking to inform the understanding of art and the world.

Essential Questions

Why is it important to follow a formalized method of looking at artworks?

How does taking the time to observe and examine artworks inform understanding of the art making process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Apply critical thinking skills to form and express opinions about content and meaning in artworks.	Re7.2.3a Re8.1.3a	3.3	Critical Thinker Communicator
1. Identify and explain distinguishing characteristics of subject matter in artworks and the world including landscape, seascape and cityscape, still life, and narrative.		3.3 (a)	Critical Thinker Communicator
2. Compare and contrast attributes of artists' styles.			Critical Thinker
3. Analyze and explain content and meaning in artworks using formal elements and principles.		3.3 (b)	Critical Thinker
4. Interpret ideas and feelings expressed in artworks.			Critical Thinker Communicator
5. Discuss the relationship between form and function in the artifacts and art objects of a culture.		3.6 (c)	Critical Thinker Communicator
6. Discuss the influences of historical architecture on contemporary architecture.		3.6 (d)	Critical Thinker Communicator
7. Identify and describe media used in art forms including drawing, painting, printing, ceramics, textiles, and sculpture.			Critical Thinker Communicator
8. Identify quality and technical skill in works of art.		3.15	Critical Thinker
B3. Explain how the relationships between content observed in artworks and personal experiences affect perceptions.		3.7	Critical Thinker Communicator
1. Observe an artwork and identify content related to daily life.			Critical Thinker
2. Observe artworks and express a point of view based on personal experiences.			Critical Thinker Communicator

RESPOND – Reflect

REFLECT – Standard of Achievement (8)

The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.

Enduring Understanding

Reflective practice leads to improved performance in artistic endeavors.

Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

Essential Questions

What constitutes reflective practice?

What is learned from reflective practices?

In what ways does reflective practice guide decision-making in the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Reflect on the art making experience to gain insight, draw conclusions, and revise or inform artistic endeavor.	Re7.1.3a	3.3	Critical Thinker Contributor
1. Describe what was learned from an artmaking experience.		3.3b 3.15	Critical Thinker Contributor Communicator
2. Identify and determine reasons for discrepancies between original intentions and a completed artwork.		3.3	Critical Thinker
3. Record future artistic applications for surplus ideas.			Critical Thinker Contributor
B3. Select and use reflective approaches to make sense of personal growth through the creative process.			Critical Thinker Contributor Communicator
1. Use titles, artist statements, graphic organizers, or gallery walks to reflect on learning through the creative process.			Critical Thinker Contributor Communicator
2. Document reflections in various formats.			Critical Thinker Contributor Communicator

RESPOND – Evaluate

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EVALUATE – Standard of Achievement (9)			
The student will appraise the artistic experience and its personal and global significance.			
Enduring Understanding			
Artworks and the artmaking process have extrinsic and intrinsic value. Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.			
Essential Questions			
What can be gained by applying a formal observation system to determine the value of an artwork? How does the selected evaluation system affect the perception of an artwork? What values are inherent to artworks and the artistic experience? How does the type of evaluation system used provide insight into the creative process?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Determine and clarify reasons for valuing artworks and approaches to artmaking.			Critical Thinking Communication
1. Determine reasons why artworks have quality and value to people and communities.		3.7	Critical Thinker
3. Express informed judgments about artworks.		3.4	Critical Thinker Communicator
5. Explain reasons why responses to art change over time.	Cn11.1.3a	3.6a	Critical Thinker Communicator
6. Determine why artists use different approaches to make artworks.			Critical Thinker
B3. Contemplate and clarify the personal value of engaging in the creative process using 21st Century Skills.			Critical Thinker
1. Communicate observations as to why artworks are effective.		3.4	Communicator
2. Collaborate to discuss the observations about artworks.			Collaborator
3. Use critical thinking to compare relevant messages in contemporary media.			Critical Thinker
4. Use time efficiently to manage the creative process.		3.5	Contributor
5. Identify digital arts tools, their uses and products.		3.10	Critical Thinker
6. Demonstrate ethical use of the Internet when exploring art topics.		3.8	Critical Thinker Contributor

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CONNECT – Relate

Relate – Standard of Achievement (10)

The student will consider and associate artistic endeavors in relation to personal experiences and external influences.

Enduring Understanding

The art experience enriches the human condition by fostering conceptual links across time and cultures.
The arts provide evidence of human existence and invite interaction.

Essential Questions

How does art promote conceptual links between personal experiences and external influences?
How do artworks reveal evidence of human interactions?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Investigate and explain relationships found among art, history, and culture.	Pr6.1.3a	3.6	Critical Thinker Contributor
1. Investigate and explain how history, culture and the visual arts influence one another.			Critical Thinker Contributor Communicator
2. Investigate and explain common attributes of artworks created by artists of diverse cultures.			Critical Thinker Contributor Communicator
3. Investigate and explain the relationship between form and function in the artifacts of a culture.			Critical Thinker Contributor Communicator
4. Compare and contrast art and architecture from various cultures.			Critical Thinker Contributor
5. Investigate and explain the relationship among personal art making, history, and culture.			Critical Thinker Contributor Communicator
6. Identify how art and craft reflect time, place, and cultures.			Critical Thinker Contributor
B3. Investigate and explain connections among artistic ideas, knowledge and personal experiences.		3.11	Critical Thinker Contributor
1. Explain a connection between an idea expressed in an artwork, personal knowledge, and personal experiences.			Critical Thinker Contributor Communicator
2. Investigate interdisciplinary connections evident in artworks.			Critical Thinker Contributor
3. Identify a variety of artists and common characteristics of various art careers.		3.9	Critical Thinker Contributor

CONNECT – Reconcile

Reconcile – Standard of Achievement (11)

The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.

Enduring Understanding

Connectivity is an essential characteristic of the artistic experience.
Reconciling connections in the creative process enriches and validates the human experience.

Essential Questions

How are connections between art and culture developed?
How do artists reconcile connections among art, culture, and personal experience validate artistic endeavors?

	National Visual Arts Standards	SOL's	LCPS 5C's
A3. Examine and explain ways to connect personal experiences, cultural influences and cross-curricular learning to inform the creative process.		3.11	Critical Thinker Communicator Contributor
1. Examine ways that contemporary culture, personal experiences and cross-curricular learning intersect as part of the creative process.			Critical Thinker Contributor
2. Discriminate among common themes for making an authentic connection between cross-curricular learning and the creative process.			Critical Thinker Contributor
B3. Review and apply prior learning to extend the creative process.		3.11	Critical Thinker Contributor
1. Review, select and apply prior learning to modify the creative process.			Critical Thinker Contributor
2. Transfer cross-curricular learning to artistic endeavors.		3.11	Critical Thinker Contributor
C3. Incorporate group and individual feedback in artistic endeavors.		3.5	Communication Contribution
1. Work productively with others to incorporate differing opinions into artistic endeavors.		3.7	Communicator Contributor
2. Discuss ideas, ask clarifying questions, and cooperate in artistic endeavors.		3.5 (a)	Communicator Contributor
3. Value and explore diverse ideas to develop and innovate artistic endeavors.		3.2c	Communicator Contributor