

## Grade 3 Visual Arts

Historical, Cultural, Social Contexts	Creative Expression & Communication	Analyzing & Responding	Valuing the Arts/Aesthetic Reflection	Connections, Relationships & Applications
<p><b>A. Recognize and describe visual art forms and artworks from various times and places.</b></p> <ul style="list-style-type: none"> <li>• Connect various art forms and artistic styles to their cultural traditions.</li> </ul> <p><b>B. Identify art forms, visual ideas, and images and describe how they are influenced by time and culture.</b></p> <ul style="list-style-type: none"> <li>• Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</li> </ul> <p><b>C. Identify and describe the different purposes people have for creating works of art.</b></p> <ul style="list-style-type: none"> <li>• Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</li> </ul> <p><b>D. Place selected visual art exemplars (e.g., artists, art objects, or works of art) chronologically in the history of Ohio, the United States or North America, and describe how they contribute to and reflect the time period.</b></p> <ul style="list-style-type: none"> <li>• Recognize selected artists who contributed to the cultural heritages of the people of the United States.</li> </ul>	<p><b>A. Demonstrate knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate skill and expression in the use of art techniques and processes.</li> <li>• Use appropriate visual vocabulary when describing art-making processes.</li> </ul> <p><b>B. Use the elements and principles of art as a means to express ideas, emotions, and experiences.</b></p> <ul style="list-style-type: none"> <li>• Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).</li> <li>• Identify relationships between selected art elements and principles (e.g., color and rhythm).</li> </ul> <p><b>C. Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify a purpose or intent for creating an original work of art.</li> <li>• Create an original work of art that illustrates a story or interprets a theme.</li> </ul> <p><b>D. Recognize and use ongoing assessment to revise and improve the quality of original artworks.</b></p> <ul style="list-style-type: none"> <li>• Use feedback and self-assessment to improve the quality of artworks.</li> </ul>	<p><b>A. Identify and describe the visual features and characteristics in works of art.</b></p> <ul style="list-style-type: none"> <li>• Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).</li> </ul> <p><b>B. Apply comprehension strategies (e.g., personal experience, art knowledge, emotion, and perceptual and reasoning skills) to respond to a range of visual artworks.</b></p> <ul style="list-style-type: none"> <li>• Explore and describe how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability).</li> <li>• Discuss different responses to, and interpretations of, the same artwork.</li> </ul> <p><b>C. Continue to contribute to the development of criteria for discussing and judging works of art.</b></p> <ul style="list-style-type: none"> <li>• Identify successful characteristics that contribute to the quality of their own artworks and the works of others.</li> <li>• Identify criteria for discussing and assessing works of art.</li> </ul>	<p><b>A. Apply basic reasoning skills to understand why works of art are made and valued.</b></p> <ul style="list-style-type: none"> <li>• Explain reasons for selecting an object they think is a work of art.</li> </ul> <p><b>B. From their own opinions and views about works of art and discuss them with others.</b></p> <ul style="list-style-type: none"> <li>• Ask clarifying questions about others' ideas and views concerning art.</li> </ul> <p><b>C. Distinguish and describe the aesthetic qualities in works of art.</b></p> <ul style="list-style-type: none"> <li>• Distinguish between technical and expressive qualities in their own artworks.</li> </ul>	<p><b>A. Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</b></p> <ul style="list-style-type: none"> <li>• Interpret a favorite painting through movement or music.</li> </ul> <p><b>B. Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</b></p> <ul style="list-style-type: none"> <li>• Communicate mathematics, geography, or science information visually (e.g., develop a chart, graph, or illustration).</li> </ul> <p><b>C. Create and solve an interdisciplinary problem using visual art processes, materials, and tools.</b></p> <ul style="list-style-type: none"> <li>• Apply problem-solving skills from other subject areas (e.g., scientific method and inquiry processes) to solve artistic problems.</li> </ul> <p><b>D. Describe how visual art is used in their communities and the world around them and provide examples.</b></p> <ul style="list-style-type: none"> <li>• Provide examples of different types of artists (e.g., muralists, industrial designers, architects, and book illustrators) and describe their role in everyday life.</li> </ul>

**Benchmarks:** Clear statements of what students should know and be able to do at a specific time in their schooling. Benchmarks serve as checkpoints that monitor and measure students' progress toward meeting the standards. In the arts, benchmarks occur at the end of grades four, eight, and twelve.

**Grade-Level Indicator:** A specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade. These indicators serve as checkpoints that monitor progress toward the benchmarks.