

Elementary Visual Arts

Grades 3-5

Learning Opportunities

Introduction and project overview; class and individual demonstrations; samples and exemplars; skill building exercises; individual work time; group critiques; handouts; Internet web sites, videos, posters, student displays, field trips

Standards

Vital Results: Communication

Expression

- 1.16 Artistic dimensions: Students use a variety of forms, such as dance, music, theater, **visual arts**, to create projects that are appropriate in terms of the following dimensions:
- *Skill development* (Projects exhibit elements and techniques of the art form, including expression, that are appropriate to the intent of the product or performance.)
 - *Reflection and critique* (Students improve upon products through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.
 - *Making connections* (Students relate various types of arts knowledge and skills within and across the disciplines.
 - *Approach to work* (Students safely approach their media, solve technical problems as they arise, and creatively generate ideas)

(National Standards: *Art as Language*)

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Fields of Knowledge: Arts, Language, Literature

Artistic Process

- 5.22 Intent: Students convey artistic intent from creator to viewer or listener
(National Standards: *Aesthetics and Art Appreciation*)
- 5.23 Critique: Students critique their own and others' works in progress, both individually and in groups, to improve upon intent. (National Standards: *Aesthetics and Art Appreciation*)
- 5.24 Artistic Problem Solving: Students solve visual, spatial, kinesthetic, aural, and other problems in the arts. (National Standards: *Aesthetics and Art Appreciation*)
- 5.25 *Exemplary Works*: Students demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods. (National Standards: *Aesthetics and Art Appreciation; Multicultural Perspectives*)

Elements, Forms, Techniques in the Arts

- 5.28 Artistic proficiency: Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency (National Standards: *Concepts and Skills; Art as Language*)
- 5.29 Visual Arts: Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing and critiquing. (National Standards: *Elements and Principles*)

Content Knowledge and Skills

Students are exposed to a variety of art making materials, tools, and techniques to explore the following:

Two-Dimensional:

- Drawing /Line: contour line drawing, one- and two-point perspective, shading, visual texture, portraiture /figure drawing, and collage
- Shape: positive and negative space, symmetrical and asymmetrical balance, organic and geometric shapes, creating the illusion of depth
- Color: color theory, colored pencil blending, mixing a variety of hues and values of transparent and opaque mediums surface applications

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Three-Dimensional:

- Form: balance of negative and positive space, symmetry, motion/emotion, and composition

Multicultural Perspectives:

- exposure to an array of world crafts and art from a variety of historical periods

Assessment criteria

Content and Skills:

Students are able to:

- explore and experiment with a variety of art making materials with development proficiency;
- follow directions and complete assignments in a timely manner;
- Demonstrate basic craftsmanship;
- care for materials and the studio environment;
- respect the work of others.

Elements and Principles:

Students are able to:

- understand and use the elements and principles of design in the production of art projects.

Art as Language:

Students are able to:

- demonstrate the use of an artistic vocabulary when responding to art;
- view art as a means of communicating ideas;

Aesthetics and Art Appreciation:

Students have begun to:

- develop a basic artistic opinion;
- realize that many perspectives have worth.

Multicultural Perspectives:

Students have begun to:

- recognize and identify works of art from a variety of cultures and historical periods.

Resources