

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 1

MASTER COPY 5-30-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Generate and conceptualize artist ideas and work</b> <ul style="list-style-type: none"> <li>• Imaginative Idea</li> <li>• Visual Clues</li> <li>• Creativity</li> <li>• Innovative Thinking</li> <li>• Essential Life Skills</li> </ul>	<b>VA: Cr1.2.3a</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	<ul style="list-style-type: none"> <li>• Learn how artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>• Describe how knowing the contexts histories, and traditions of art forms help us create works of art and design.</li> <li>• Explain why artists follow or break from established traditions.</li> <li>• Analyze how artists determine the resources and criteria needed to formulate artistic investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Functional artwork</li> <li>• Resources</li> <li>• Tools</li> <li>• Traditions</li> <li>• Artistic investigation</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Organize and develop artistic ideas and work</b> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Materials</li> <li>• Themes</li> <li>• Symbols</li> </ul>	<b>VA: Cr2.1.3a</b> Create personally satisfying artwork using a variety of artistic processes and materials.	<ul style="list-style-type: none"> <li>• Describe how artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• Explain how artists work.</li> <li>• Explain how artists and designers determine whether a particular direction in their work is effective.</li> <li>• Explain how artists and designers learn from trial and error.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Forms</li> <li>• Structures</li> <li>• Materials</li> <li>• Media</li> <li>• Art-making approaches</li> </ul>	<b>IMPORTANT</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>CREATING</b></p> <ul style="list-style-type: none"> <li>• Art Materials</li> <li>• Tools</li> <li>• Equipment</li> <li>• Safety</li> </ul>	<p><b>VA: Cr2.2.3a</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>	<ul style="list-style-type: none"> <li>• Describe how artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• Explain how artists and designers care for and maintain materials, tools, and equipment.</li> <li>• Analyze why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment.</li> <li>• Describe what responsibilities come with the freedom to create.</li> <li>• Explain proper use of tools and materials.</li> <li>• Demonstrate proper use of supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Designers</li> <li>• Safety procedures</li> <li>• Health</li> <li>• Responsibilities</li> <li>• Equipment</li> <li>• Tools</li> <li>• Materials</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<ul style="list-style-type: none"> <li>• Representations</li> <li>• Diagrams</li> <li>• Maps</li> </ul>	<p><b>VA: Cr2.3.3a</b> Individually or collaboratively constructs representations, diagrams, or maps of places that are part of everyday life.</p>	<ul style="list-style-type: none"> <li>• Describe how objects, places, and design shape lives and communities.</li> <li>• Describe how artists and designers determine goals for designing or redesigning objects, places, or systems.</li> <li>• Describe how artists and designers create works of art or design that effectively communicate.</li> <li>• Create or construct diagrams or maps of a particular place.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric Project</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction</li> <li>• Communities</li> <li>• Goals</li> <li>• Communicate</li> <li>• Diagrams</li> <li>• Maps</li> <li>• Representation</li> <li>• Object</li> <li>• System</li> <li>• Place</li> </ul>	ADDITIONAL
<b>RESPONDING</b>					
<p><b>Perceive and analyze artistic work</b></p> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Perception</li> <li>• Speculation</li> </ul>	<p><b>VA: Re.7.1.3a</b> Speculate about processes an artist uses to create a work of art.</p>	<ul style="list-style-type: none"> <li>• Define and explain aesthetic.</li> <li>• Define and explain empathetic awareness.</li> <li>• Discuss or describe how individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• Explain how life experiences influence the way one relates to art.</li> <li>• Explain how learning about art impacts how one perceives the world.</li> <li>• Analyze what we can learn from our responses to art.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Empathetic</li> <li>• Appreciation <ul style="list-style-type: none"> <li>-Self</li> <li>-Others</li> <li>-Environment</li> <li>-World</li> </ul> </li> <li>• Life experiences</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>RESPONDING</b>					
<b>Perceive and analyze artistic work</b> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Perception</li> <li>• Speculation</li> </ul>	<b>VA: Re.7.1.3a</b> Speculate about processes an artist uses to create a work of art.	<ul style="list-style-type: none"> <li>• Define and explain aesthetic.</li> <li>• Define and explain empathetic awareness.</li> <li>• Discuss or describe how individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• Explain how life experiences influence the way one relates to art.</li> <li>• Explain how learning about art impacts how one perceives the world.</li> <li>• Analyze what we can learn from our responses to art.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Empathetic</li> <li>• Appreciation               <ul style="list-style-type: none"> <li>-Self</li> <li>-Others</li> <li>-Environment</li> <li>-World</li> </ul> </li> <li>• Life experiences</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>RESPONDING</b>					
<b>Interpret intent and meaning in artistic work</b> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Media</li> <li>• Subject Matter</li> <li>• Form</li> <li>• Mood</li> </ul>	<b>VA: Re8.1.3a</b> Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	<ul style="list-style-type: none"> <li>• Describe how people gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• Explain the value of engaging in the process of art criticism.</li> <li>• Analyze how the viewer can "read" a work of art as text.</li> <li>• Describe how knowing and using visual art vocabularies help one understand and interpret works of art.</li> <li>• Identify the subject matter of a piece of art.</li> <li>• Use art vocabulary to discuss the media, form, and mood of a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Criticism</li> <li>• Analyze</li> <li>• Understand</li> <li>• Interpret</li> <li>• Form</li> <li>• Mood</li> <li>• Subject matter</li> </ul>	ADDITIONAL

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 2

MASTER COPY 6-4-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Generate and conceptualize artist ideas and work</b> <ul style="list-style-type: none"> <li>• Imaginative Idea</li> <li>• Visual Clues</li> <li>• Creativity</li> <li>• Innovative Thinking</li> <li>• Essential Life Skills</li> </ul>	<b>VA: Cr1.1.3a</b> Elaborate on an imaginative idea.	<ul style="list-style-type: none"> <li>• Explain how creative and innovative thinking are essential life skills that can be developed.</li> <li>• Describe the conditions, attitudes, and behaviors that support creativity and innovative thinking.</li> <li>• Learn what factors that prevent or encourage people to take creative risks.</li> <li>• Describe how collaboration expands the creative process.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Attitudes</li> <li>• Behaviors</li> <li>• Creativity</li> <li>• Innovative thinking</li> <li>• Creative risks</li> </ul>	ADDITIONAL
<b>Organize and develop artistic ideas and work</b> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Materials</li> <li>• Themes</li> <li>• Symbols</li> </ul>	<b>VA: Cr2.1.3a</b> Create personally satisfying artwork using a variety of artistic processes and materials.	<ul style="list-style-type: none"> <li>• Describe how artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• Explain how artists work.</li> <li>• Explain how artists and designers determine whether a particular direction in their work is effective.</li> <li>• Explain how artists and designers learn from trial and error.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Forms</li> <li>• Structures</li> <li>• Materials</li> <li>• Media</li> <li>• Art-making approaches</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>CREATING</b></p> <ul style="list-style-type: none"> <li>• Art Materials</li> <li>• Tools</li> <li>• Equipment</li> <li>• Safety</li> <li>• Artistic Process</li> </ul>	<p><b>VA: Cr2.2.3a</b>            Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>	<ul style="list-style-type: none"> <li>• Describe how artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• Explain how artists and designers care for and maintain materials, tools, and equipment.</li> <li>• Analyze why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment.</li> <li>• Describe what responsibilities come with the freedom to create.</li> <li>• Explain proper use of tools and materials.</li> <li>• Demonstrate proper use of supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Observation</li> <li>• Oral response</li> </ul>	<ul style="list-style-type: none"> <li>• Designers</li> <li>• Safety procedures</li> <li>• Health</li> <li>• Responsibilities</li> <li>• Equipment</li> <li>• Tools</li> <li>• Materials</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Refine and complete artistic work</b> <ul style="list-style-type: none"> <li>• Elaboration</li> <li>• Details</li> <li>• Reflecting</li> <li>• Revising</li> <li>• Refining</li> </ul>	<b>VA: Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.	<ul style="list-style-type: none"> <li>• Explain why artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>• Analyze the role that persistence plays in revising, refining, and developing work.</li> <li>• Describe how artists grow and become accomplished in art forms.</li> <li>• Describe how collaboratively reflecting on a work help us experience it more completely.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Art forms</li> <li>• Complete artistic work</li> <li>• Persistence</li> <li>• Revising</li> <li>• Refining</li> <li>• Developing</li> <li>• Reflecting</li> <li>• Elaboration</li> <li>• Details</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PRESENTING</b>					
<b>Develop and refine artistic techniques and work for presentation</b> <ul style="list-style-type: none"> <li>• Artistic Techniques</li> <li>• Exhibits</li> <li>• Presentation</li> <li>• Artists' Statements</li> </ul>	<b>VA: Pr5.1.3a</b> Identify exhibit space and prepare works of art including artists' statements, for presentation.	<ul style="list-style-type: none"> <li>• Discuss how artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>• Describe the methods and processes considered when preparing artwork for presentation or preservation.</li> <li>• Identify how refining artwork affect its meaning to the viewer.</li> <li>• Identify the criterion considered when selecting work for presentation, a portfolio, or a collection.</li> <li>• Select a piece of artwork to exhibit.</li> <li>• Create an artist statement for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Project</li> <li>• Artist's statement</li> </ul>	<ul style="list-style-type: none"> <li>• Artists</li> <li>• Curators</li> <li>• Evolving technologies</li> <li>• Artwork               <ul style="list-style-type: none"> <li>-Preparing</li> <li>-Refining</li> <li>-Displaying</li> </ul> </li> <li>• Exhibits</li> <li>• Statements</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>RESPONDING</b>					
<b>Perceive and analyze artistic work</b> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Perception</li> <li>• Speculation</li> </ul>	<b>VA: Re.7.1.3a</b> Speculate about processes an artist uses to create a work of art.	<ul style="list-style-type: none"> <li>• Define and explain aesthetic.</li> <li>• Define and explain empathetic awareness.</li> <li>• Discuss or describe how individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• Explain how life experiences influence the way one relates to art.</li> <li>• Explain how learning about art impacts how one perceives the world.</li> <li>• Analyze what we can learn from our responses to art.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Empathetic</li> <li>• Appreciation               <ul style="list-style-type: none"> <li>-Self</li> <li>-Others</li> <li>-Environment</li> <li>-World</li> </ul> </li> <li>• Life experiences</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>RESPONDING</b>					
<b>Apply criteria to evaluate artistic work</b> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Criteria</li> </ul>	<b>VA: Re9.1.3a</b> Evaluate an artwork based on given criteria.	<ul style="list-style-type: none"> <li>• Discuss how people evaluate art based on various criteria.</li> <li>• Describe how one determines criteria to evaluate a work of art.</li> <li>• Explain how and why criteria might vary.</li> <li>• Explain how a personal preference is different from an evaluation.</li> <li>• Generate criteria to evaluate a piece of artwork.</li> <li>• Evaluate one's artwork based on a given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria</li> <li>• Evaluate</li> <li>• Personal preference</li> </ul>	ADDITIONAL

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 3

MASTER COPY 6-7-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Organize and develop artistic ideas and work</b> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Materials</li> <li>• Themes</li> <li>• Symbols</li> </ul>	<b>VA: Cr2.1.3a</b> Create personally satisfying artwork using a variety of artistic processes and materials.	<ul style="list-style-type: none"> <li>• Describe how artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• Explain how artists work.</li> <li>• Explain how artists and designers determine whether a particular direction in their work is effective.</li> <li>• Explain how artists and designers learn from trial and error.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Forms</li> <li>• Structures</li> <li>• Materials</li> <li>• Media</li> <li>• Art-making approaches</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<ul style="list-style-type: none"> <li>• Art Materials</li> <li>• Tools</li> <li>• Equipment</li> <li>• Safety</li> <li>• Artistic Process</li> </ul>	<p><b>VA: Cr2.2.3a</b>            Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>	<ul style="list-style-type: none"> <li>• Describe how artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• Explain how artists and designers care for and maintain materials, tools, and equipment.</li> <li>• Analyze why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment.</li> <li>• Describe what responsibilities come with the freedom to create.</li> <li>• Explain the proper use of tools and materials.</li> <li>• Demonstrate the proper use of supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Observation</li> <li>• Oral response</li> <li>• Written self-reflection of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Designers</li> <li>• Safety procedures</li> <li>• Health</li> <li>• Responsibilities</li> <li>• Equipment</li> <li>• Tools</li> <li>• Materials</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Refine and complete artistic work</b> <ul style="list-style-type: none"> <li>• Elaboration</li> <li>• Details</li> <li>• Reflecting</li> <li>• Revising</li> <li>• Refining</li> </ul>	<b>VA: Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.	<ul style="list-style-type: none"> <li>• Explain why artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>• Analyze the role that persistence plays in revising, refining, and developing work.</li> <li>• Describe how artists grow and become accomplished in art forms.</li> <li>• Describe how collaboratively reflecting on a work help us experience it more completely.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Art forms</li> <li>• Complete artistic work</li> <li>• Persistence</li> <li>• Revising</li> <li>• Refining</li> <li>• Developing</li> <li>• Reflecting</li> <li>• Elaboration</li> <li>• Details</li> </ul>	IMPORTANT
<b>PRESENTING</b>					
<b>Select, analyze, and interpret artistic work for presentation</b> <ul style="list-style-type: none"> <li>• Exhibiting Artwork</li> <li>• Presentation Limitations</li> </ul>	<b>VA: Pr4.1.3a</b> Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	<ul style="list-style-type: none"> <li>• Discuss how artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</li> <li>• Describe how artworks are cared for and by whom.</li> <li>• Identify criteria, methods, and processes used to select work for preservation or presentation.</li> <li>• Explain why people value objects, artifacts, and artworks, and select them for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Limitations of space</li> <li>• Electronic</li> <li>• Exhibiting artwork</li> <li>• Presentation</li> <li>• Value</li> <li>• Objects</li> <li>• Artifacts</li> <li>• Preservation</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>PRESENTING</b></p> <p><b>Select, analyze, and interpret artistic work for presentation</b></p> <ul style="list-style-type: none"> <li>• Exhibiting Artwork</li> <li>• Presentation Limitations</li> </ul>	<p><b>VA: Pr4.1.3a</b> Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</p>	<ul style="list-style-type: none"> <li>• Discuss how artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</li> <li>• Describe how artworks are cared for and by whom.</li> <li>• Identify criteria, methods, and processes used to select work for preservation or presentation.</li> <li>• Explain why people value objects, artifacts, and artworks, and select them for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Limitations of space</li> <li>• Electronic</li> <li>• Exhibiting artwork</li> <li>• Presentation</li> <li>• Value</li> <li>• Objects</li> <li>• Artifacts</li> <li>• Preservation</li> </ul>	<p>ADDITIONAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PRESENTING</b>					
<b>Develop and refine artistic techniques and work for presentation</b> <ul style="list-style-type: none"> <li>• Artistic Techniques</li> <li>• Exhibits</li> <li>• Presentation</li> <li>• Artists' Statements</li> </ul>	<b>VA: Pr5.1.3a</b> Identify exhibit space and prepare works of art including artists' statements, for presentation.	<ul style="list-style-type: none"> <li>• Discuss how artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>• Describe the methods and processes considered when preparing artwork for presentation or preservation.</li> <li>• Identify how refining artwork affect its meaning to the viewer.</li> <li>• Identify the criterion considered when selecting work for presentation, a portfolio, or a collection.</li> <li>• Select a piece of artwork to exhibit.</li> <li>• Create an artist statement for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Project</li> <li>• Artist's statement</li> </ul>	<ul style="list-style-type: none"> <li>• Artists</li> <li>• Curators</li> <li>• Evolving technologies</li> <li>• Artwork               <ul style="list-style-type: none"> <li>-Preparing</li> <li>-Refining</li> <li>-Displaying</li> </ul> </li> <li>• Exhibits</li> <li>• Statements</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PRESENTING</b>					
<b>Convey meaning through the presentation of artistic work</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Cultures</li> <li>• Stories</li> <li>• History</li> </ul>	<b>VA: Pr6.1.3a</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art.	<ul style="list-style-type: none"> <li>• Describe and discuss how objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</li> <li>• Discuss the possible meaning and story a piece of artwork is attempting to convey.</li> <li>• Define an art museum and its purpose.</li> <li>• Analyze how presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences.</li> <li>• Review artwork from various cultures or historical periods and discuss its purpose and meaning.</li> <li>• Discuss how objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding.</li> <li>• Discuss new understandings after viewing various artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Artifacts</li> <li>• Preserve</li> <li>• Museums</li> <li>• Social</li> <li>• Cultural</li> <li>• Political</li> <li>• Purpose</li> <li>• Appreciation</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>RESPONDING</b>					
<b>Perceive and analyze artistic work</b> <ul style="list-style-type: none"> <li>Processes</li> <li>Perception</li> <li>Speculation</li> </ul>	<b>VA: Re.7.2.3a</b> Determine messages communicated by an image.	<ul style="list-style-type: none"> <li>Define image.</li> <li>Explain where and how we encounter images in our world.</li> <li>Explain how images influence our views of the world.</li> <li>Discuss possible messages and meanings communicated by an image.</li> <li>Describe how visual imagery influences one's understanding and response to the world.</li> <li>Respond orally or in writing to an image.</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> <li>Class discussion</li> <li>Oral response</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Visual imagery</li> <li>Image</li> <li>Influence</li> </ul>	ADDITIONAL
<b>Interpret intent and meaning in artistic work</b> <ul style="list-style-type: none"> <li>Interpretation</li> <li>Media</li> <li>Subject Matter</li> <li>Form</li> <li>Mood</li> </ul>	<b>VA: Re8.1.3a</b> Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	<ul style="list-style-type: none"> <li>Describe how people gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>Explain the value of engaging in the process of art criticism.</li> <li>Analyze how the viewer can "read" a work of art as text.</li> <li>Describe how knowing and using visual art vocabularies help one understand and interpret works of art.</li> <li>Identify the subject matter of a piece of art.</li> <li>Use art vocabulary to discuss the media, form, and mood of a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> <li>Class discussion</li> <li>Oral response</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Criticism</li> <li>Analyze</li> <li>Understand</li> <li>Interpret</li> <li>Form</li> <li>Mood</li> <li>Subject matter</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>RESPONDING</b></p> <p><b>Apply criteria to evaluate artistic work</b></p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Criteria</li> </ul>	<p><b>VA: Re9.1.3a</b> Evaluate an artwork based on given criteria.</p>	<ul style="list-style-type: none"> <li>• Discuss how people evaluate art based on various criteria.</li> <li>• Describe how one determines criteria to evaluate a work of art.</li> <li>• Explain how and why criteria might vary.</li> <li>• Explain how a personal preference is different from an evaluation.</li> <li>• Generate criteria to evaluate a piece of artwork.</li> <li>• Evaluate one's artwork based on a given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria</li> <li>• Evaluate</li> <li>• Personal preference</li> </ul>	<p>ADDITIONAL</p>

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Organize and develop artistic ideas and work</b> <ul style="list-style-type: none"> <li>• Art Materials</li> <li>• Tools</li> <li>• Equipment</li> <li>• Safety</li> <li>• Artistic Process</li> </ul>	<b>VA: Cr2.2.3a</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	<ul style="list-style-type: none"> <li>• Describe how artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• Explain how artists and designers care for and maintain materials, tools, and equipment.</li> <li>• Analyze why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment.</li> <li>• Describe what responsibilities come with the freedom to create.</li> <li>• Explain the proper use of tools and materials.</li> <li>• Demonstrate the proper use of supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Observation</li> <li>• Oral response</li> <li>• Oral exam of the characteristics and safe use of materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>• Designers</li> <li>• Safety procedures</li> <li>• Health</li> <li>• Responsibilities</li> <li>• Equipment</li> <li>• Tools</li> <li>• Materials</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CREATING</b>					
<b>Refine and complete artistic work</b> <ul style="list-style-type: none"> <li>• Elaboration</li> <li>• Details</li> <li>• Reflecting</li> <li>• Revising</li> <li>• Refining</li> </ul>	<b>VA: Cr3.1.3a</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.	<ul style="list-style-type: none"> <li>• Explain why artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>• Analyze the role that persistence plays in revising, refining, and developing work.</li> <li>• Describe how artists grow and become accomplished in art forms.</li> <li>• Describe how collaboratively reflecting on a work help us experience it more completely.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Rubric</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Art forms</li> <li>• Complete artistic work</li> <li>• Persistence</li> <li>• Revising</li> <li>• Refining</li> <li>• Developing</li> <li>• Reflecting</li> <li>• Elaboration</li> <li>• Details</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONNECTING</b>					
<p><b>Synthesize and relate knowledge and personal experiences to make art</b></p> <ul style="list-style-type: none"> <li>• Art Creation <ul style="list-style-type: none"> <li>– Home</li> <li>– School</li> <li>– Community</li> </ul> </li> </ul>	<p><b>VA: Cn10.1.3a</b> Create works of art about events in home, school, or community life.</p>	<ul style="list-style-type: none"> <li>• Identify that through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• Analyze how engaging in the creating of art enriches people's lives.</li> <li>• Analyze how making art attune people to their surroundings.</li> <li>• Discuss or describe how people contribute to awareness and understanding of their lives and the lives of their communities through art-making.</li> <li>• Observe and sketch surroundings.</li> <li>• Create a work of art that reflects surroundings.</li> <li>• Discuss surroundings and what to include in a piece of art to reflect those surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Surroundings</li> <li>• Communities</li> <li>• Observe</li> <li>• Sketch</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONNECTING</b>					
<p><b>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <ul style="list-style-type: none"> <li>• Society</li> <li>• Culture</li> <li>• History</li> <li>• Responses <ul style="list-style-type: none"> <li>– Knowledge</li> </ul> </li> </ul>	<p><b>VA: Cn11.1.3a</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>	<ul style="list-style-type: none"> <li>• Describe how people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> <li>• Identify how art helps us understand the lives of people of different times, places, and cultures.</li> <li>• Learn how art is used to impact the views of a society.</li> <li>• Learn how art preserves aspects of life.</li> <li>• View and discuss a piece of art both before and after learning about the setting and history from which it came.</li> <li>• Discuss how learning about the setting and history impacted their understanding and reaction to a piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> <li>• Oral response</li> <li>• Observation</li> <li>• Written response</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Society</li> <li>• Culture</li> <li>• History</li> <li>• Preserve</li> <li>• Setting</li> </ul>	ADDITIONAL