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ABSTRACT

This planning grid for teaching visual arts in grade 3 in Delaware schools outlines the following six standards for student to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 3

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VISUAL ARTS UNIT PLANNING - GRADE 3

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning

- A. Students will know that different kinds of media, techniques, and processes are used to create works of art;
- B. Students will understand that various media, techniques, and processes create different effects in works of art;
- C. Students will experiment with and use a variety of two-dimensional and three dimensional media, techniques, and processes to develop manipulative skills;
- D. Students will employ a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art; and
- E. Students will use media and tools in a safe and responsible manner.

	UNIT NUMBERS									
	1	2	3	4	5	6	7	8	9	0
PERFORMANCE INDICATORS										
3.601 categorize art tools, technologies, and materials in relation to techniques.										
3.602 identify and name basic art techniques and processes including, but not limited to:										
1. painting,										
2. drawing,										
3. sculpting/forming,										
4. cutting,										
5. gluing/fastening,										
6. printing,										
7. weaving, and										
8. textile design.										
3.603 choose tools, technologies, and materials to create specific effects.										
3.604 show the relationships between effects of tools, technologies, and materials and corresponding techniques and processes.										

<p>3.605 develop manipulative skills using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to:</p> <ul style="list-style-type: none"> 1. scissors, 2. adhesives, 3. markers (water-based), 4. paint (tempera, watercolor), 5. brushes (large, medium, small), 6. pencils (graphite and colored), 7. crayons, 8. modeling compound(s), 9. papers (multiple sizes, weights and textures), 10. fibers (yarn, string, cloth), 11. chalk/pastels/oil pastels, 12. rulers and straight edges, 13. staplers, 14. templates, 15. needles, and 16. hole punch. 			
<p>3.606 practice combining techniques and processes to achieve different effects.</p>			
<p>3.607 employ a variety of two-dimensional and three-dimensional media, techniques, technologies, and processes to communicate ideas, experiences, and stories.</p>			
<p>3.608 solve visual arts problems by creating computer generated works of art.</p>			
<p>3.609 use media and tools in a safe and responsible manner.</p>			

VISUAL ARTS UNIT PLANNING - GRADE 3

Standard 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.

- A. Students will recognize, name, and apply the visual components of art and design (line, color, value, shape and form, space, and texture);
- B. Students will recognize, name, and apply the organizational components of art and design (balance, unity, contrast, pattern, emphasis, movement, and rhythm);
- C. Students will understand that creating works of art involves the development of ideas across time; and
- D. Select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own work.

	UNIT NUMBERS									
	1	2	3	4	5	6	7	8	9	0
PERFORMANCE INDICATORS										
3.610 recognize and identify black, white, and gray as neutral colors.										
3.611 differentiate between warm and cool colors and how they can be used to depict time of day, seasons, and different weather conditions.										
3.612 recognize and demonstrate that an intermediate (tertiary) color is the mixture of one primary color and one secondary color.										
3.613 recognize monochromatic and polychromatic color schemes.										
3.614 recognize that line can show motion (e.g., spiral, radial, converging).										
3.615 perceive and demonstrate how straight and curved lines define the contours of shapes and forms or objects (e.g., straight lines define squares or cubes; curved lines define ovals or spheres).										
3.616 recognize ways that lines convey expressive qualities in the environment and in works of art.										
3.617 recognize a silhouette as the shadow outline or shape of a figure or object.										
3.618 combine simple shapes to create more complex shapes.										

VISUAL ARTS UNIT PLANNING - GRADE 3

Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.

- A. Students will explore and understand possible sources of subjects and ideas for creating works of art; and
- B. Students will select and use subjects, symbols, and ideas to communicate meaning in works of art.

		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1
PERFORMANCE INDICATORS																			
3.635	recognize possible sources of ideas for creating works of art.																		
3.636	select and use ideas for creating works of art based on actual personal experiences, imagination, and emotions.																		

VISUAL ARTS UNIT PLANNING - GRADE 3

Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.

- A. Students will recognize how the visual arts are used as a daily part of life;
- B. Students will recognize that the visual arts have a history;
- C. Students will understand that characteristics of works of art identify them as belonging to particular cultures, times, and places;
- D. Students will know how cultures, times, and places influence the visual arts; and
- E. Students will understand differences in purpose and distinguish between functional and nonfunctional works of art and design in various cultures, times, and places.

PERFORMANCE INDICATORS	UNIT NUMBERS									
	1	2	3	4	5	6	7	8	9	0
3.637 identify various roles of the visual arts within daily life.										
3.638 recognize that art serves as a historical record to document cultures, times, and places.										
3.639 compare the characteristics of works of art from diverse cultures, times, and places.										
3.640 show how cultures, times, and places have influenced the visual arts.										
3.641 show differences between functions or purposes of art works across cultures, times, and places.										

VISUAL ARTS UNIT PLANNING - GRADE 3

Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.

- A. Students will understand that the visual arts are forms of communication for the expression of ideas, actions, and emotions;
- B. Students will understand an apply visual arts vocabulary when observing and describing works of art;
- C. Students will recognize and explore various purposes for creating works of art;
- D. Students will describe how individual experiences influence the creation of specific works of art; and
- E. Students will examines characteristics of works of art that evoke various responses from viewers.

		UNIT NUMBERS																		
		1	2	3	4	5	6	7	8	9	0									
PERFORMANCE INDICATORS		1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1
3.642	understand that the visual arts communicate and express ideas, actions, and emotions.																			
3.643	practice and apply correct visual arts vocabulary when observing and describing works of art.																			
3.644	understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places.																			
3.645	identify various purposes for which works of art are created.																			
3.646	describe how individual experiences influence the creation of specific works of art.																			
3.647	examine how viewers have different responses to specific characteristics in works of art.																			

VISUAL ARTS UNIT PLANNING - GRADE 3

Standard 6: Students will understand the visual arts in relation to other disciplines.

- A. Students will recognize similarities between characteristics of the visual arts and other arts disciplines;
- B. Students will recognize relationships between the characteristics of the visual arts and other disciplines in the curriculum; and
- C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work forces and improves the quality of everyday life.

		UNIT NUMBERS											
		1	2	3	4	5	6	7	8	9	10	11	12
PERFORMANCE INDICATORS													
3.648	recognize the similarities between characteristics of the visual arts and other arts disciplines.												
3.649	name the relationships between the characteristics of the visual arts and other disciplines in the curriculum.												
3.650	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.												



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