### Essentials of the Curriculum

#### Art SOL Connections

<table>
<thead>
<tr>
<th>Visual Communication and Production</th>
<th>Cultural Context and Art History</th>
<th>Judgment and Criticism</th>
<th>Aesthetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Identify innovative solutions used by artists to solve visual problems.</td>
<td>3.12 Discuss types of art careers.</td>
<td>3.19 Discuss the changing interpretations of an art work throughout history.</td>
<td>3.25 Discuss the relationship between form and function in cultural artifacts.</td>
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<td>3.2 Use various processes and techniques to produce works of art that demonstrate craftsmanship.</td>
<td>3.13 Discuss how history, culture, and art influence each other.</td>
<td>3.20 Describe personal art production using art vocabulary.</td>
<td>3.26 Identify common attributes of art within one culture.</td>
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<td>3.3 Develop art ideas from various sources.</td>
<td>3.14 Identify characteristics of landscapes, seascapes, and cityscapes.</td>
<td>3.21 Differentiate between are and artifacts.</td>
<td>3.27 Determine why art has value.</td>
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<td>3.4 Identify, use, and produce: Intermediate colors. Warm and cool colors. Positive and negative space.</td>
<td>3.15 Compare/contrast architectural styles of ancient cultures, including Greece and Rome.</td>
<td>3.22 Categorize art by subject matter.</td>
<td>3.28 Describe personal reasons for valuing art.</td>
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<td>Balance— symmetry and asymmetry. Pattern— extended sequence contrast.</td>
<td>3.16 Examine objects of the Mali empire.</td>
<td>3.23 Express informed judgments about artwork.</td>
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<td>3.5 Compare and use geometric and organic shapes.</td>
<td>3.17 Understand that art reflects times, places, and cultures.</td>
<td>3.24 Analyze artwork for: rhythm, balance and spatial relationships.</td>
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<td>3.6 Create art which reflects contributions of ancient Greece &amp; Rome.</td>
<td>3.18 Explore the role of archaeology.</td>
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<td>3.7 – 3.8 Create the illusion of depth using overlapping, size variation, placement, foreground, middle ground, and background.</td>
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<td>3.9 Use architectural forms (cube, cylinder, sphere, pyramid, cone).</td>
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<td>3.10 Create art that communicates feelings.</td>
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<td>ART MEDIA</td>
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<tr>
<td>pencil, oil pastels, crayons, markers, ink, scratchboard, color pencils, tempera (liquid and cake), finger paints, watercolor, acrylic, slip, cutting, gluing, paper/other collage, computer applications, printmaking, stamping, tissue, clay, playdough, Celuclay, craft sticks, styrofoam, cardboard, paper mache/wheat paste, recycled/found objects, beads, weave, soft pastels, chalk.</td>
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</table>

#### Art Across the Curriculum:

The following activities are examples of how art will connect knowledge within and across the disciplines.
- **Vocabulary/Language Arts**— Use literary sources to generate ideas, use art vocabulary.
- **Math**— Symmetry/asymmetry, balance, geometric/organic shapes, size variation.
- **History and Social Science**— Greco Roman artifacts, art careers, Mali, identify how art reflects time, places, & cultures.
- **Science**— Solve visual problems.

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### Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st century.

- Analyze
- Classify
- Collaborate
- Communicate effectively
- Compare and Contrast
- Create hypotheses
- Critique
- Describe
- Distinguish between fact and opinion
- Draw conclusions
- Follow directions
- Increase vocabulary
- Interpret
- Listen
- Make presentations
- Manage time
- Manipulate
- Observe
- Organize
- Outline
- Predict outcomes
- Recognize cause & effect
- Revise
- Self assess
- Summarize
- Think inventively
- Use resources
- Use technology
- Work productively
- Work together

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### 3rd Grade

The following activities may reinforce basic skills and expand student interest and abilities.
- * Weave on a loom.
- * Design & cut letters.
- * Make stamps & print with them.
- * Create resist designs.
- * Demonstrate that colors can be used to communicate feelings.
- * Initiate aesthetic discussions of artwork.
- * Visit museums.

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Third graders will use basic color theory and demonstrate the ability to express various illusions on a picture plane. Students will use greater detail in their work and use art vocabulary to describe their work.