

DRAFT 6-14-07
Fine Arts Visual Standards and Benchmarks – 3rd Grade
Body of Knowledge

Goal 25: Knows the language of the arts.

Learning Standard A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Identify a variety of lines.	<ul style="list-style-type: none"> Name a variety of lines (i.e.: straight, curved, zigzag) and the direction they can go (vertical, horizontal, diagonal) Distinguish between continuous and broken lines in a given work of art.. 		
Distinguish between organic (free-form) and geometric shapes/forms.	<ul style="list-style-type: none"> Give real life examples of organic and geometric shapes in the environment. 		
Identify color families.	<ul style="list-style-type: none"> Identify neutral colors. Recognize warm, cool and neutral color families. 		
Identify texture as a surface quality.	<ul style="list-style-type: none"> Identify real and implied texture. 		
Identify organizational principles of space in a work of art..	<ul style="list-style-type: none"> Distinguish between positive and negative space. Distinguish among foreground, middle ground, and background. Identify the horizon line in a given work of art.. 		
Recognize different principles of balance.	<ul style="list-style-type: none"> Describe symmetrical (formal) and asymmetrical balance (informal). 		
Recognize elements that convey emotions in a work of art.	<ul style="list-style-type: none"> Describe various moods/emotions that visual works of arts can convey. 		

Learning Standard B: Understand the similarities, distinctions, and connections in and among the arts.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Compare and contrast the elements, principles, and expressive qualities used in two different art forms.	<ul style="list-style-type: none"> Examine the elements, principles, and expressive qualities in two different art forms. (example: rhythm in visual arts vs. rhythm in music). 		

Third Grade

Goal 26: Through creating and performing, understand how works of art are produced.

Learning Standard A: Understand processes, traditional tools, and modern technologies used in the arts..

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Select and use media and tools to create 2-D and 3-D works of art.	<ul style="list-style-type: none"> Select media and tools appropriate to the process: pencil/drawing, brush/painting, modeling tools/clay Use appropriate tools when creating a work of art: brushes, scissors and modeling tools. 		
Demonstrate the safe use of materials and tools.	<ul style="list-style-type: none"> Use art materials in a safe and respectful manner. Demonstrate care for tools and media. 		
Identify different art making processes.	<ul style="list-style-type: none"> Recognize the differences among painting, drawing, and sculpture. 		

Learning Standard B: Apply skills and knowledge necessary to create and perform in one or of more of the arts.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Create 2-D and 3-D works of art.	<ul style="list-style-type: none"> Select and skillfully use a variety of materials, mixed media, and tools to create a composition. Create a composition expressing a personal idea from observation, research or imagination. Demonstrate additive and subtractive processes when creating 3-D objects with a variety of materials. Create the illusion of depth in a 2-D work of art (overlap, size change, placement). 		
Exhibit appropriate craftsmanship.	<ul style="list-style-type: none"> Demonstrate craftsmanship when using tools and materials to create a work of art. 		
Demonstrate the use of originality/imagination when creating a work of art.	<ul style="list-style-type: none"> Create a work of art displaying originality and imagination. 		

Third Grade

Goal 27: Understands the role of the arts in civilizations, past, and present.

Learning Standard A: Analyze how the arts function in history, society and everyday life.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Distinguish between appropriate and inappropriate audience behaviors.	<ul style="list-style-type: none"> Demonstrate audience and museum etiquette. 		
React to performances/artworks in a respectful, constructive, and supportive manner.	<ul style="list-style-type: none"> Share comments in a positive manner about a performance or museum experience. 		
Describe occupations related to the arts.	<ul style="list-style-type: none"> Identify occupations related to each of the art forms (photographer, illustrator, composer, playwright, choreographer, architect) Identify things that artists make or do when they communicate through the arts. 		
Identify ways the arts are used for personal time and enrichment.	<ul style="list-style-type: none"> Define ways the arts can be used for personal enrichment (concerts, plays, exhibits, broadcasts, dances, choirs). 		

Learning Standard B: Understand how the arts shape and reflect history, society and everyday life.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Identify cultural characteristics of a work of art.	<ul style="list-style-type: none"> Identify cultural influences on works of art. 		
Describe how the arts are a reflection of civilizations, past and present.	<ul style="list-style-type: none"> Describe how the arts inform viewers about people and events throughout history. 		
Categorize artwork according to subject matter.	<ul style="list-style-type: none"> Classify works of art into groups. (narrative, portrait, landscape and still life.) <ul style="list-style-type: none"> Recognize a still life 		
Recognize and identify the functions of a work of art.	<ul style="list-style-type: none"> Identify decorative works of art. 		
Name significant artists in visual art.	<ul style="list-style-type: none"> Identify artists who have made a significant contribution to the visual arts. 		

Third Grade