

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

REVISED 2023

GRADING PERIOD: QUARTER 1

MASTER COPY 5-30-19

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

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

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

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

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

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

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

REVISED 2023

GRADING PERIOD: QUARTER 2

MASTER COPY 6-4-19

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

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

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

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

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

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

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

REVISED 2023

GRADING PERIOD: QUARTER 3

MASTER COPY 6-7-19

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

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

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

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

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

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

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

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

GRADE LEVEL: THIRD GRADE

SUBJECT: VISUAL ARTS

REVISED 2023

GRADING PERIOD: QUARTER 4

MASTER COPY 6-7-19

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

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

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

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