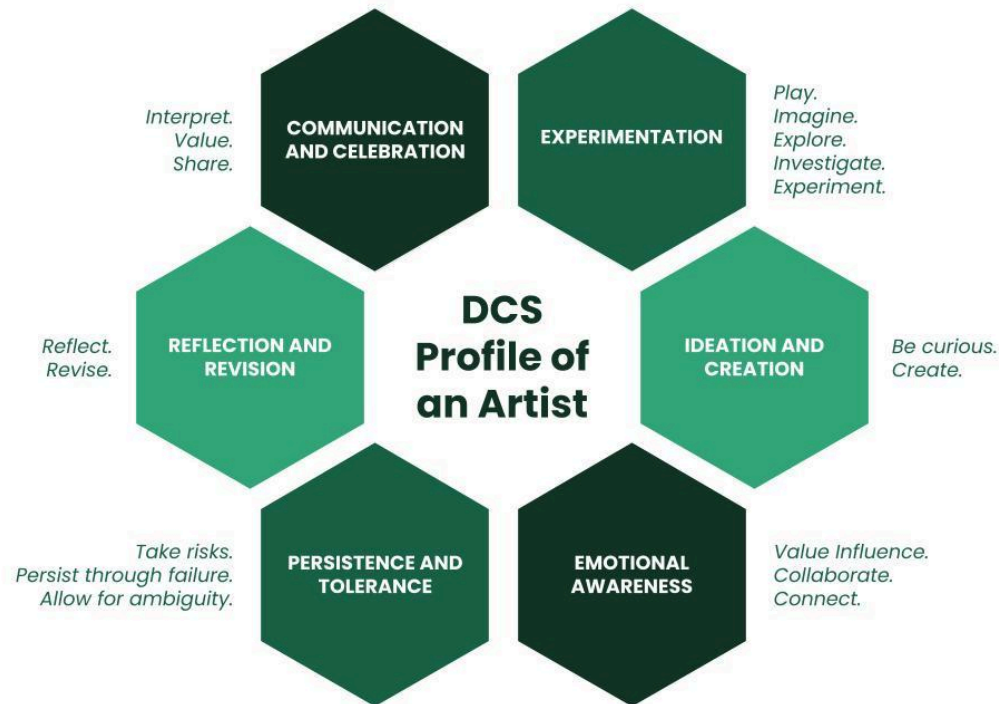




Dublin City Schools
Visual Arts Education– Grade 3
Graded Course of Study
2026

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study



DCS Profile of an Artist is a circular infographic featuring a central title surrounded by six green hexagons. Each hexagon contains a core artistic competency, paired with specific characteristics:

- **Communication and Celebration:** Interpret, Value, Share.
- **Experimentation:** Play, Imagine, Explore, Investigate, Experiment.
- **Ideation and Creation:** Be curious, Create.
- **Emotional Awareness:** Value Influence, Collaborate, Connect.
- **Persistence and Tolerance:** Take risks, Persist through failure, Allow for ambiguity.
- **Reflection and Revision:** Reflect, Revise.

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Visual Arts K-12 Vision

In Dublin City Schools, we believe that visual arts learning is essential for all students. Through art, learners engage both sides of the brain, strengthening their ability to problem-solve, imagine, and create. The artistic process develops technical proficiency, critical thinking, and confidence while also nurturing empathy and inclusion through shared creative experiences.

DCS Visual Arts is committed to cultivating the dispositions of an artist by providing space for:

- Experimentation, Play as process, and Imagination – explore new ideas, materials, and approaches.
- Ideation & Creation – develop and refine concepts into artistic works.
- Emotional Awareness – express, process, and understand feelings through art.
- Persistence & Tolerance for Ambiguity – embrace challenges, failure, and uncertainty as part of growth.
- Skill Development – refine craft and achieve technical proficiency across artistic domains.
- Reflection & Revision – interpret, analyze, and improve work.
- Communication & Celebration – collaborate with peers and teachers to broaden perspectives and enrich artistic practice.

Through these practices, students in Dublin City Schools will develop the capacity to think and create like artists in all contexts. Cultivating artistic literacy equips learners with creativity, confidence, and critical reasoning, preparing them to thrive in an interconnected world.

K-12 Enduring Understandings

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

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GRADE 3

PLAY, IMAGINATION, & EXPERIMENTATION - Artists engage in play with intense focus and take seriously the resulting creative processes and products. - Artists can articulate why play is important and can share their thinking involved. - Artists value demonstrating understanding through various media and experiment with a variety of media when pursuing a project. - Artists drive their own exploration of new media, seeking out mentors and guidance for technical support.	
Creating	<i>Conceive and Develop ideas.</i>
	3.1CR Identify and choose between multiple sources in preparation for art making. 3.2CR Investigate artistic challenges using various materials and tools. 3.3CR Experiment with the elements of art to explore connections with the principles of design.
Performing	<i>Materialize and produce work.</i>
	3.2PE Demonstrate expressive and purposeful use of materials and tools.

PERSISTENCE THROUGH FAILURE AND TOLERANCE FOR AMBIGUITY - Artists will take thoughtful risks. Art is not a recipe and artists figure out possibilities. - Artists are open to more than one interpretation. - Artists see challenges as opportunities for growth.	
Creating	<i>Conceive and Develop ideas.</i>
	3.2CR Investigate artistic challenges using various materials and tools.

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Responding	<i>Understand and evaluate meaning.</i>
	3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks. 3.3RE Generate and defend established criteria for determining what is a work of art.
Connecting	<i>Relate to personal and external contexts.</i>
	3.1CO Understand the context of a work of art has an effect on how it is perceived.

REFLECTION AND REVISION

- Artists value time, reflection, and revision as necessary aspects of deepening learning.
- Artists develop a mindset for in-depth and evolving exploration of a topic.
- The processes, not only products, of learning and creativity are showcased and discussed in order to deepen learning.

Performing	<i>Materialize and produce work.</i>
	3.1PE Demonstrate flexible thinking in revising personal works of art.
Responding	<i>Understand and evaluate meaning.</i>
	3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks. 3.3RE Generate and defend established criteria for determining what is a work of art.
Connecting	<i>Relate to personal and external contexts.</i>
	3.2CO Explain the reasons and value of documenting and preserving works of art.

IDEA GENERATION AND CURIOSITY

- Artists use the language of idea generation and development, including conditional language and “what if…” to spark

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imagination and refine ideas. - Artists apply critical thinking skills to evaluate their ideas and are flexible in choosing and adapting them. - Artists understand the value of idea fluency, flexibility, originality, and elaboration to thinking and creativity, and to developing and realizing their vision.	
Creating	<i>Conceive and Develop ideas.</i>
	3.1CR Identify and choose between multiple sources in preparation for art making.
Performing	<i>Materialize and produce work.</i>
	3.1PE Demonstrate flexible thinking in revising personal works of art. 3.3PE Use principles of design to arrange the elements of art.

VALUING INFLUENCE AND COLLABORATION - Artists see one another as “critical friends,” each helping the other to refine ideas and create to the best of their abilities. - Artists soak up ideas from other people and from the world, and integrate inspiration and feedback in ways that are their own. - Artists reflect how their ideas have evolved in response to feedback and others’ work, and are encouraged to articulate it.	
Responding	<i>Understand and evaluate meaning.</i>
	3.1RE Compare and contrast personal interpretations of works of art with those of peers. 3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks.
Connecting	<i>Relate to personal and external contexts.</i>
	3.2CO Explain the reasons and value of documenting and preserving works of art. 3.3CO Consider the opinions of others when working toward a common goal in art.

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COMMUNICATION AND CELEBRATION • Artists communicate ideas, emotions, questions and solutions in a variety of ways. • Artists make connections between seemingly unrelated ideas and communicate these connections with purpose and intent. • Artists celebrate the creative process by making their thinking visible to an audience. Making artwork visible to others celebrates the ability of art to inspire change, evoke an emotional response, and form connections.	
Performing	<i>Materialize and produce work.</i>
	3.2PE Demonstrate expressive and purposeful use of materials and tools.
Connecting	<i>Relate to personal and external contexts.</i>
	3.1CO Understand the context of a work of art has an effect on how it is perceived. 3.2CO Explain the reasons and value of documenting and preserving works of art.