

3rd Grade

Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CR.1.3a	Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.	Students will create a work of art that doesn't depict images from our known world. Allow viewing of work by imaginative artists such as Salvador Dali and Tommy Ingberg. Students will be encouraged to go back and add further detail to their original plan before moving to good paper.
VA.CR.1.3	Investigate personal ideas through the art-making process	Students will explore personal ideas. Teacher will show examples of artists such as Tess Sheerin (who raises awareness on water pollution), Ellen Jewett (animal welfare), etc. Students will brainstorm three ideas they can make art about in sketchbook. Working with peers and teacher, one final idea will be chosen to create a work of art. Students will use knowledge on what makes a good composition, such as arrangement of objects, elements and principles of design, and representation.
VA.CR.2.3a	Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).	Students will create art using mixed media and explore the ways that different materials create different effects. Students will learn movement, repetition, harmony/unity, rhythm, positive/negative space, etc. Students will study art from diverse cultures including China/Asia (symbolism, metalwork, vessels, sculptures, etc.). Students will use this knowledge to create personal work of interest to the individual.
VA.CR.2.3b	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	Students will locate, use, and put away materials correctly. Demonstrate respect for work spaces and cleaning of a variety of different materials.
VA.CR.2.3c	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life	Create a work of art from observation. Create a three-dimensional work of art, using a variety of materials. Use various art processes and techniques to produce works of art that demonstrate craftsmanship.
VA.CR.3.3	Elaborate visual information by adding details in an artwork.	Students will thoroughly examine personal art in order to identify ways to further elaborate with more information/ visual details.
Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret , and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work.		
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VA.PR.4.3a	Investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet, etc.) for exhibiting artwork.	Students can investigate and discuss possibilities and limitations of spaces for exhibiting artwork. Students can also create a way to decide, (art selection priority map/checklist,) which artworks will be selected for an exhibit.
VA.PR.5.3a	Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center, etc.) and write an artist statement (such as a descriptive sentence).	Students can identify appropriate exhibit space and prepare an art piece for presentation, which will include a short written artist statement. Students could also use their art selection priority map/checklist to create an art exhibit. (This can be done digitally or with miniature print outs/postcards to save space and time.)
VA.PR.6.3a	Identify and explain how and where different cultures record and illustrate stories and preserve history through art.	Students can identify, explain and discuss how different cultures preserve history through art. Students will analyze preservation techniques from diverse cultures including parts of Asia.
Responding Anchor Standard #7- Perceive and analyze artistic work. Anchor Standard #8- Interpret intent and meaning in artistic work. Anchor Standard #9- Apply criteria to evaluate artistic work.		
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VA.RE.7.3a	Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art.	Students will explain the sequence of steps in which they believe an artist used in the making of a work of art.

VA.RE.7.3b	Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).	Student will analyze and interpret works of art based on visual properties and context.
VA.RE.8.3	Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.	Analyze an artist's point of view based on contextual information. Recognize and evaluate basic elements of design (color, line, form, texture, rhythm, etc.) Acquire a working vocabulary associated with the analysis and interpretation of works.
VA.RE.9.3	Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation)	Students will express opinions with supporting statements regarding works of art.
Connecting		
Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.		
Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		
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VA.CN.10.3a	Develop a work of art based on observations of surroundings.	Students will develop a work of art based on observations of surroundings. Students can study an object or theme and sketch it from different perspectives.
VA.CN.11.3a	Recognize that responses to art change depending on knowledge of the time and place in which it was made (by using a t-chart to compare initial responses to those formed after study of the context, for example).	Students can compare and contrast how opinions change with knowledge of the time and place in which an artwork was made. Students can use a T chart or venn diagram to compare their initial and final opinion of an artwork.