

Georgia Performance Standards

Fine Arts

Grades K-5 Visual Arts Introduction

Art is an integral part of the total elementary school curriculum, recognized by National Standards to be part of the core of quality education. All children in grades K-5 should receive regularly scheduled art instruction taught by certified visual arts specialists.

Art is an important means of self-expression. The Georgia Performance Standards for Visual Art builds opportunities for children to develop innate sensibilities through making and studying art. As students are guided through visual, tactile, and manipulative art experiences, they build important mental constructs. The standards guide development of the students' technical abilities and higher-order thinking skills. This sequenced, developmentally appropriate set of standards for elementary art has been designed to develop aesthetic understanding, creative thinking, perceptual awareness, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

The Visual Arts Skills Matrix provided with these standards lists skills, techniques, and materials that should be integrated into content as appropriate (rather than taught separately).

A well-constructed elementary art program will ensure that the students will understand the following:

- Imagination is important.
- There may be more than one answer to a question and more than one solution to a problem.
- Answers to a question need not be identical.
- Intrinsic satisfaction matters.
- Flexibility of thought is critical throughout the course of one's work.
- Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

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GRADE 3

VISUAL ARTS

Self-criticism is common and drawing is often less spontaneous among third graders when compared to earlier stages. In student drawings, objects no longer stand on a baseline or overlap. Beginning use of perspective and awareness of shading develops.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA3MC.1 Engages in the creative process to generate and visualize ideas.

- a. Creates a series of thumbnail sketches to alter visual images, such as magnifying, reducing, repeating or combining them in unusual ways, to change how they are perceived and interpreted.
- b. Formulates visual ideas by using a variety of resources (books, magazines, and Internet).

VA3MC.2 Formulates personal responses to visual imagery.

- a. Uses a sketchbook for planning and self-reflection.
- b. Responds to big ideas, universal themes, and symbolic images to produce images with richer and more personal meaning.

VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

- a. Generates different viewpoints for making and interpreting a visual image.
- b. Develops open-ended themes/topics in unique and innovative ways (e.g., modifying or combining visual images).
- c. Observes how visual relationship of objects and ideas (e.g., contrast, proportion, placement) affects appearance and how arrangements may affect meaning and/or significance.

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CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

- a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.
- b. Discovers personal relationship to community, culture, and world through making and studying art.

VA3CU.2 Views and discusses selected artworks.

- a. Names subject and theme.
- b. Uses context clues to identify time and place.
- c. Identifies artist and culture.
- d. Recognizes media and technique.
- e. Discusses the purpose of art in various cultures (e.g., aesthetic, utilitarian).

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.

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VA3PR.1 Creates artworks based on personal experience and selected themes.

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
- c. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).
- d. Combines materials in new and inventive ways to make a finished work of art.

VA3PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates drawings with a variety of media (e.g., pencils, crayons, pastel).
- b. Draws lines with varied weights and in varied ways.
- c. Uses directional lines (vertical, horizontal, diagonal).
- d. Creates landscape with foreground, middle ground, background.
- e. Achieves distance through diminishing sizes and placement of objects higher on the page.
- f. Creates paintings with a variety of media (e.g., tempera, watercolor).
- g. Creates prints using mono-printing and relief techniques.

VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates ceramic objects incorporating the additive method using score and slip.
- b. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).
- c. Makes decisions about surface treatment of sculpture or ceramic form.
- d. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, jewelry).

VA3PR.4 Participates in appropriate exhibition(s) of artworks.

- a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.
- b. Participates in an art exhibit.

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ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

VA3AR.1 Discusses his or her artwork and the artwork of others.

- a. Describes how size, colors, lines, shapes, and textures are organized in artwork to create a focus or center of interest (emphasis).
- b. Demonstrates a respect for art forms and art objects.
- c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.
- d. Uses art terminology with emphasis on the principles of design. (e.g., balance, proportion, rhythm, emphasis, unity, contrast).
- e. Recognizes that lines can be used to suggest movement, feelings, sounds, and ideas.
- f. Points to descriptive, directional, and expressive lines in artworks.
- g. Explains how texture (implied and actual) is used in two-dimensional shapes and three-dimensional forms.
- h. Identifies intermediate and complementary colors, tints, and shades of colors.
- i. Recognizes value as the lightness and darkness of a color.
- j. Distinguishes between 2-D shapes and 3-D forms.
- k. Recognizes the division of picture plane into foreground, middle ground, and background.
- l. Describes how negative and positive space is related.
- m. Recognizes and compares symmetrical and asymmetrical balance in artworks.

VA3AR.2 Uses a variety of approaches to understand and critique works of art.

The student--

- a. Distinguishes between original artwork and reproductions.
- b. Describes his/her artwork revealing subject, story, and intention.
- c. Compares and contrasts artworks based on subject, theme, and/or elements and principles of art.
- d. Expresses preference for one of two or three artworks and gives reasons why.
- e. Discusses how the elements and principles of design contribute to the composition in an artwork.

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CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6).

The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).

VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections, applying art skills and knowledge to improve understanding in other disciplines.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA3C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.
- e. Directs own learning.
- f. Demonstrates persistence.