

Third Grade Art State Standards

- A. A student should be able to create art:
 - B. A student should be familiar with Alaska Native artworks and other art in the nation and in the world.
 - C. A student should be able to critique art
 - D. A student should be able to recognize meaning through art
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- A1. Use new/traditional **materials** (might include, but are not limited to: paint, wood, clay, paper, chalk, crayons, felt pens, pencils... wire, fabric, etc.), **tools**, (might include, but are not limited to: brushes, scissors, computers, etc...), **techniques and processes** (might include, but are not limited to: sculpture, clay construction, carving, finger-painting, print making, collage).
 - A2. Demonstrate creativity towards innovative thinking and problem solving (select own tools and materials to express themselves)
 - A3. Collaborate with others to create works of art
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- B1. Recognize role of tradition/rituals in art as well as the role of art in traditions and rituals.
 - B2. Explore similarities/differences through the art of different cultures.
 - B3. Learn to respect cultural perspectives
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- C1. Introduced students to criteria for evaluating art; elements, principles craftsmanship, function, organization, originality, technique, or theme as appropriate to grade level
 - C2. Examine works of art and offer constructive opinions

- D1. Listen to the constructive opinions about art from others
- D2. Make artistic choices in everyday living
- D3. Express own interpretation of art work (subject, content, composition)

Key Elements

Color

- name colors: identify **secondary** colors (*mixtures of two primaries in visually equivalent amounts*) such as: green, violet, orange, **hue** (*simple means: the name of a color on the color wheel, such as red, or red orange, etc.)*)
- continue introduction: color wheel, placement of secondaries (*between the two primaries that are mixed in order to create it*)
- explore: mixing secondary colors from primaries

Line

- name: **zig zag** (*which is a combination of diagonals*)
- emphasis: relationship of tool to line quality (*brush, pencil, ink, charcoal; point, side, or edge of lead, etc. each gives a different line quality*)

Shape

- observe and depict **organic** (*free form, curving, irregular types of shapes similar to many living things*)
- draw the **outline** (*contour/shape*) of a real observed object

Form

- create the illusion of three dimensions through the use of shading
- explore: creation of sculpture using variety

of media (*clay, found objects, wood, paper, junk, etc.*)

Texture

name: **real texture** (*feels the way it looks like it*

should feel) and **implied texture** (*looks like it would feel a certain way but doesn't*

actually feel that way if touched) texture

explore: concepts of **macro**, **medium**, and **micro-**; progressively adding observed details such as texture.

Space

name: **overlap** (*an object partially blocked from*

sight by another object is seen as more distant than the one that overlaps it)

explore: overlap in variety of media (*collage, drawing, painting, etc.*)

Principle:

Emphasis -a center of interest in

your work may be seen through contrast of light and dark, or bright and dull (etc.).