

# VISUAL ARTS: GRADE 3

## ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on June 27, 2017



## STANDARDS FOR VISUAL ARTS GRADE 3

The third grade visual arts program provides students with a continuing foundation in art education. Students are engaged in the creative process, problem solving, and aesthetic understanding through the development and examination of their artworks and the work of others. Experiencing the role of the artist, each student applies a variety of media, techniques, and processes to express ideas and develop creativity, critical thinking, perceptual awareness and problem solving skills. Students recognize the impact of art on history and different cultures and how history and culture have influenced art. Students integrate knowledge from other academic disciplines into the production of art. Art experiences are focused around art principles of design as well as the elements of art, which provide a foundation for art vocabulary development and other art concepts.

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### **CREATING (Investigate – Plan – Make)**

#### **Conceiving and developing new artistic ideas and work**

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VA.Cr1.1.3 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

VA.Cr2.1.3 Create imaginative artwork (for example: using elements and principles of modern art, applying artistic ideas from diverse cultures) using a variety of artistic processes (for example: painting, sculpting, drawing) and materials (for example: paint, clay).

VA.Cr2.2.3 Apply safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA.Cr2.3.3 Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

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### **CREATING (Reflect – Refine – Continue)**

#### **Conceiving and developing new artistic ideas and work**

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VA.Cr3.1.3 Elaborate on visual information by adding details in an artwork to enhance meaning.

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### **PRESENTING (Select – Analyze – Share)**

#### **Interpreting and sharing artistic work**

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VA.Pr1.1.3 Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

VA.Pr2.1.3 Identify appropriate exhibit space and prepare works of art including an artist's statement, for presentation.

VA.Pr3.1.3 Explain how and where different cultures record and illustrate stories and preserve history through art (for example: aboriginal art, cave paintings).

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**RESPONDING (Perceive – Analyze – Interpret)**  
**Understanding and evaluating how the arts convey meaning**

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VA.Re1.1.3 Determine messages communicated by an image (for example: deer in Native American petroglyphs, animal crossing signs, John Deere logo).

VA.Re2.1.3 Interpret art by referring to contextual information (for example: artist's life and times) and analyze relevant subject matter, elements and principles, and use of media.

VA.Re3.1.3 Use art-specific vocabulary to reflect on processes an artist uses to create a work of art (for example: pasted paper in a collage and brush marks in a painting).

VA.Re3.2.3 Evaluate an artwork based on teacher-provided criteria (for example: rubric, checklist, artist statement, gallery walk).

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**CONNECTING (Synthesize – Relate)**  
**Relating artistic ideas and work with personal meaning and external context.**

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VA.Cn1.1.2 Create a work of art based on personal observations of the environment (for example: still-life, landscape).

VA.Cn2.1.2 Recognize that responses to art change depending on knowledge of the time and place in which it was made.

