Standard 1: Understands and Applies Media, Techniques and Processes

Grade 3	Grade 4	Grade 5
Students will be able to: **3.1.1** Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories with focus on: 3.1.1.1 **Drawing**: Media[1]: oil pastels, pencil, colored pencils, markers, chalk pastels Processes: ▪ Line – straight, crosshatching, outline/contour, perspective, preliminary sketching, finalized drawing ▪ Pattern – repeated, stencil, tracing, radial ▪ Texture –graffito, tactile and visual, collage ▪ Shapes/Space – use shapes to make new forms, proportion, foreground, middle ground, background, overlapping, geometric and organic ▪ Color Theory – primary, secondary, intermediate, complementary, monochromatic, warm and cool, tints and shades, value blending 3.1.1.2 **Painting**: Media[1]: acrylic, tempera Processes: wet-on-wet, wet-on-dry, wash, resist, variety of surfaces, variety of brush strokes	*Students will be able to:* **4.1.1** Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories with focus on: 4.1.1.1 **Drawing**: Media[1]: chalk pastels, pencil, colored pencils, markers, oil pastels Processes: ▪ Line – straight, crosshatching, outline/contour, perspective, preliminary sketching, finalized drawing ▪ Pattern – repeated, stencil, tracing, radial ▪ Texture –graffito, tactile and visual, collage ▪ Shapes/Space – use shapes to make new forms, proportion, foreground, middle ground, background, overlapping, geometric and organic, introduction to three dimensional shapes ▪ Color Theory – primary, secondary, intermediate, complementary, monochromatic, warm and cool, tints and shades, value blending and dimensional shading 4.1.1.2 **Painting**: Media[1]: ink brush, acrylic, tempera Processes: wet-on-wet, wet-on-dry, wash, resist, variety of surfaces, variety of brush strokes	*Students will be able to:* **5.1.1** Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories with focus on: 5.1.1.1 **Drawing**: Media[1]: charcoal, pencil, colored pencils, pens, markers, oil pastels Processes: ▪ Line – straight, crosshatching, blind contour, gesture, introduction to one point perspective, preliminary sketching, finalized drawing ▪ Pattern – repeated, stencil, tracing, radial ▪ Texture –sgraffito, tactile and visual, collage, stippling ▪ Shapes/Space – use shapes to make new forms, proportion, foreground, middle ground, background, overlapping, geometric and organic, introduction to cylinder, sphere, cone and cube ▪ Color Theory – primary, secondary, intermediate, complementary, monochromatic, warm and cool, tints and shades, value blending and dimensional shading 5.1.1.2 **Painting**: Media[1]: watercolor, acrylic Processes: wet-on-wet, wet-on-dry, flat wash, graduated wash, blended wash, textural techniques, variety of brush strokes

[1]Media includes but is not limited to those identified

GRADE 3	GRADE 4	GRADE 5
3.1.1.3 **Printmaking**: Media[1]: found objects, yarn, paper, fabric, printing ink Processes: collograph 3.1.1.4 **Ceramics**: Media[1]: clay, glaze, paint Processes: slab, joinery, surface decoration techniques 3.1.1.5 **Sculpture**: Media[1]: paper, papier mâché, clay, found objects, modeling clay. Processes: mask making, additive, subtractive 3.1.1.6 **Textiles**: Media[1]: fabric, dye Processes: dyeing	4.1.1.3 **Printmaking**: Media[1]: found object, adhesive foam, stencil, printing ink Processes: stamp-making, relief, drawing transfer 4.1.1.4 **Ceramics**: Media[1]: clay, glaze, paint Processes: slab, construction, joinery, surface decoration techniques 4.1.1.5 **Sculpture**: Media[1]: paper, clay, cardboard, modeling clay. Processes: modeling, constructing, additive, subtractive, carving 4.1.1.6 **Textiles**: Media[1]: paper pulp Processes: papermaking	5.1.1.3 **Printmaking**: Media[1]: linoleum, multi-color Styrofoam, printing ink Processes: engraving (linoleum cutting), relief, drawing transfer, registration 5.1.1.4 **Ceramics**: Media[1]: clay, glaze Processes: coil, construction, joinery, relief, surface decoration techniques 5.1.1.5 **Sculpture**: Media[1]: Wire, found object Processes: modeling, constructing, manipulating 5.1.1.6 **Textiles**: Media[1]: fabric, wax, dye Processes: batik 5.1.1.7 **New Media**: Media[1]: digital photography Processes: integrate photography into their artwork
3.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment.	**4.1.2** Demonstrate safe and proper use, care and storage of media, materials, and equipment.	**5.1.2** Demonstrate safe and proper use, care and storage of media, materials, and equipment.
3.1.3 Demonstrate thoughtfulness, individual expression and care in completion of artwork.	**4.1.3** Demonstrate thoughtfulness, individual expression and care in completion of artwork.	**5.1.3** Demonstrate thoughtfulness, individual expression and care in completion of artwork.
3.1.4 Begin to apply previously learned skills to new processes and media involved in making two-dimensional and three-dimensional art.	**4.1.4** Apply previously learned skills to new processes and media involved in making two-dimensional and three-dimensional art.	**5.1.4** Identify processes, media and tools involved in making two-dimensional and three-dimensional art.

[1]Media includes but is not limited to those identified

Standard 2: Uses knowledge of Structures and Functions

Grade 3	Grade 4	Grade 5
Students will be able to: **3.2.1** Interpret and apply elements (line, shape, form, texture, color, space) and principles (repetition, variety, proportion, balance, emphasis) in their work to effectively communicate their ideas. **3.2.2** Identify and discriminate between elements and principles in own work and the works of others with focus on: 3.2.2.1 Shape - geometric and organic 3.2.2.2 Color - primary, secondary, complementary 3.2.2.3 Line - characteristics and qualities 3.2.2.4 Texture - tactile and visual 3.2.2.5 Space - placement, overlapping, negative, positive, size	*Students will be able to:* **4.2.1** Interpret and apply elements (line, shape, form, texture, color, space) and principles (repetition, variety, rhythm, proportion, balance, emphasis) in work that effectively communicates their ideas. **4.2.2** Identify and discriminate between elements and principles, including the use of proportion, rhythm, variety, repetition and movement, in own work and the works of others with focus on: 4.2.2.1 Shape - geometric and organic 4.2.2.2 Color - primary, secondary, complementary, tints, and shades 4.2.2.3 Line - characteristics, quality 4.2.2.4 Texture- tactile and visual 4.2.2.5 Space - placement, perspective, overlapping, negative, positive, background, middle ground, foreground, size 4.2.2.6 Balance - symmetrical, asymmetrical, radial	Students will be able to: **5.2.1** Interpret and apply elements (line, shape, form, texture, color, value, space) and principles (repetition, variety, rhythm, proportion, balance, emphasis, unity) in work that effectively communicates their ideas. **5.2.2** Identify and discriminate between elements and principles, including the use of proportion, rhythm, variety, repetition and movement, in own work and the works of others with focus on: 5.2.2.1 Shape - geometric and organic 5.2.2.2 Color - primary, secondary, complementary, tints, shades, intermediates, neutrals, tones, values 5.2.2.3 Line - characteristics and quality 5.2.2.4 Texture - tactile and visual 5.2.2.5 Space - placement, perspective, overlap, negative, positive, size, background, middle ground, foreground, converging lines, color 5.2.2.6 Balance - symmetrical, asymmetrical, radial

Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas

Grade 3	Grade 4	Grade 5
Students will be able to:	*Students will be able to:*	*Students will be able to:*
3.3.1 Create artwork that communicates personal and learned experiences.	**4.3.1** Create a work that communicates personal ideas, experiences and emotions.	**5.3.1** Utilize new interests or personal experiences as subject matter in the work.
3.3.2 Uses artwork to communicate imagined observed, and remembered imagery.	**4.3.2** Uses artwork to communicate imagined, observed and remembered imagery	**5.3.2** Uses artwork to communicate imagined, observed and remembered imagery.
3.3.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas.	**4.3.3** Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas.	**5.3.3** Use historical and cultural references to create their own interpretation of symbols, subject matter, and ideas.
	4.3.4 Demonstrate observational skills in their work.	**5.3.4** Demonstrate refined observational skills through rendering of representational objects and subject matter from life.

Standard 4: Understands the Visual Arts in Relation to History and Culture

Grade 3	Grade 4	Grade 5
Students will be able to:	*Students will be able to:*	*Students will be able to:*
3.4.1 Recognize function or purpose of a work of art and makes connections to the culture.	**4.4.1** Distinguish between contemporary and traditional works of art and identify characteristics of both.	**5.4.1** Distinguish between contemporary and traditional works of art and identify characteristics of both.
3.4.2 Identify themes and symbols in works of art from various cultures and time-periods including expressionist and modern.	**4.4.2** Identify themes, symbols and styles in works of art from various cultures and time-periods including indigenous and impressionists.	**5.4.2** Identify distinguishing characteristics of style in individual artists' work and art movements including classical and renaissance.
3.4.3 Recognize and be familiar with a range of selected works of artists, and cultures.	**4.4.3** Recognize and be familiar with a range of selected works of artists, cultures, and styles.	**5.4.3** Identify and interpret a range of selected works of artists, cultures, styles, and periods.

Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others

Grade 3	Grade 4	Grade 5
Students will be able to:	*Students will be able to:*	*Students will be able to:*
3.5.1 Identify and respond to personal art experiences and how these affect daily life.	**4.5.1** Identify and respond to personal art experiences and how these affect daily life.	**5.5.1** Identify and respond to personal art experiences and how these affect daily life.
3.5.2 Identify and self evaluate their work.	**4.5.2** Identify and apply criteria for assessment in their work and in peer critiques.	**5.5.2** Identify, apply and participate in assessment of their work, their peers and other artists.
3.5.3 Use appropriate art vocabulary.	**4.5.3** Use appropriate art vocabulary.	**5.5.3** Use appropriate art vocabulary.
3.5.4 Demonstrate evidence of reflection, refinement and care in completion of work.	**4.5.4** Demonstrate the ability to successfully generate an idea, select and refine an idea and execute the idea.	**5.5.4** Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.
3.5.5 Respect for their work, the work of others and the art environment.	**4.5.5** Respect for their work, the work of others and the art environment.	**5.5.5** Respect for their work, the work of others and the art environment.
3.5.6 Understand and appreciate various responses to art work.	**4.5.6** Understand and appreciate various responses to art work.	**5.5.6** Understand and appreciate various responses to art work.

Standard 6: Makes Connections Between Visual Arts and Other Disciplines

Grade 3	Grade 4	Grade 5
Students will be able to:	*Students will be able to:*	*Students will be able to:*
3.6.1 Demonstrate ability to create an integrated work utilizing concepts, subject matter and processes of other disciplines.	**4.6.1** Demonstrate ability to create an integrated work utilizing concepts, subject matter and processes of other disciplines.	**5.6.1** Create artwork that communicates knowledge gained through integrated study of a theme, historical period or event.
3.6.2 Identify and compare similar concepts or principles found in art and across disciplines.	**4.6.2** Identify and compare similar concepts or principles found in art and across disciplines	**5.6.2** Compare characteristics of other disciplines to those of different art forms.