

Elements of Visual Arts: Grade 3

COLOR	Produce and use—in various artworks and using a variety of media—the following: <ul style="list-style-type: none"> ▪ primary colors (yellow, red, blue) ▪ secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange) ▪ warm colors (yellow, orange, red) and cool colors (blue, green, violet) ▪ intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green) 		
LINE	Portray the following features and functions of line: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ direction ▪ expression/emotion ▪ movement ▪ shape ▪ textures ▪ patterns </td> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ imaginative drawing ▪ observations drawing ▪ detail ▪ contours ▪ design </td> </tr> </table>	<ul style="list-style-type: none"> ▪ direction ▪ expression/emotion ▪ movement ▪ shape ▪ textures ▪ patterns 	<ul style="list-style-type: none"> ▪ imaginative drawing ▪ observations drawing ▪ detail ▪ contours ▪ design
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SHAPE	Produce shapes in a variety of styles, artworks, and media to demonstrate the following: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ geometric shapes ▪ organic shapes </td> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ free-form shapes ▪ positive and negative shapes </td> </tr> </table>	<ul style="list-style-type: none"> ▪ geometric shapes ▪ organic shapes 	<ul style="list-style-type: none"> ▪ free-form shapes ▪ positive and negative shapes
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TEXTURE	Produce a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray visual/implied texture and actual texture. Differentiate between visual/implied and actual texture.		
VALUE	Produce a range of three values in various environments and works of art in a variety of media; including: <ul style="list-style-type: none"> ▪ a black-to-white scale ▪ a one-color value scale ▪ two- and three- dimensional artworks that incorporate three levels of value 		
SPACE	Use the element of space and spatial devices in various environments, in works of two- and three- dimensional art, and in a variety of media to demonstrate/portray the following: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ baseline ▪ over/under ▪ above/below ▪ beside ▪ behind/in front ▪ foreground </td> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ middle ground ▪ background ▪ overlap ▪ size ▪ placement on a page </td> </tr> </table>	<ul style="list-style-type: none"> ▪ baseline ▪ over/under ▪ above/below ▪ beside ▪ behind/in front ▪ foreground 	<ul style="list-style-type: none"> ▪ middle ground ▪ background ▪ overlap ▪ size ▪ placement on a page
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FORM	Produce forms in a variety of styles, artworks, and media to demonstrate the following: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ geometric forms ▪ organic forms </td> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ free-form forms ▪ positive and negative forms </td> </tr> </table>	<ul style="list-style-type: none"> ▪ geometric forms ▪ organic forms 	<ul style="list-style-type: none"> ▪ free-form forms ▪ positive and negative forms
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Source: Washington State Office of Superintendent of Public Instruction (OSPI)

Foundational Art Concepts & Skills: Third Grade

Visual Arts Instruction	Interdisciplinary Skills & Attributes
<p>Explicit visual arts instruction supports a young artist's development. You might prefer to follow the same step-by-step approach presented in the art docent lessons or you can choose to implement the lessons in a way that suits the needs and skill level of the students in the classroom.</p> <p>Common Characteristics of Grade 3 Artists:</p> <ul style="list-style-type: none"> • Can handle projects that are longer in scope, like complex mixed-media collages • Are adept at painting with both tempera and watercolor paints • Are proficient with a variety of watercolor techniques, such as wet-on-dry and wet-on-wet • Know how to create tints and shades with tempera paint • Understand the difference between warm and cool colors • Enjoy more detailed projects • Draw well with markers • Can create their own unique art from directed-line instruction • Demonstrate pride in their artistic efforts and enjoy chatting about their artwork 	<p>Visual arts sessions naturally lend themselves to opportunities for students to demonstrate LWSD's Interdisciplinary Skills & Attributes (ISAs). Below are some examples of ways these ISAs may be evident during art lessons.</p> <ol style="list-style-type: none"> 1. Participates in class discussions: asks questions and shares ideas about mentor artists 2. Demonstrates effort: perseveres through challenging tasks or when acquiring new art skills 3. Follows school rules: demonstrates care and responsibility when using art supplies, such as paint brushes and scissors 4. Respects others: builds the art confidence of peers by showing empathy and support 5. Cooperates and shares responsibility in a group: shares art materials, such as paints or glue, with a partner or table group 6. Completes work on time: uses time wisely to finish an art project 7. Follows directions and is attentive: follows steps on the video or teacher instructions 8. Organizes work space and materials: returns materials to their proper location during clean-up