

Elements of Visual Arts: Grade 3	
COLOR	<p>Produce and use—in various artworks and using a variety of media—the following:</p> <ul style="list-style-type: none"> <li>primary colors (yellow, red, blue)</li> <li>secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange)</li> <li>warm colors (yellow, orange, red) and cool colors (blue, green, violet)</li> <li>intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green)</li> </ul>
LINE	<p>Portray the following features and functions of line:</p> <ul style="list-style-type: none"> <li>direction</li> <li>expression/emotion</li> <li>movement</li> <li>shape</li> <li>textures</li> <li>patterns</li> <li>imaginative drawing</li> <li>observations drawing</li> <li>detail</li> <li>contours</li> <li>design</li> </ul>
SHAPE	<p>Produce shapes in a variety of styles, artworks, and media to demonstrate the following:</p> <ul style="list-style-type: none"> <li>geometric shapes</li> <li>organic shapes</li> <li>free-form shapes</li> <li>positive and negative shapes</li> </ul>
TEXTURE	<p>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/implicit texture and actual texture. Differentiate between visual/implicit and actual texture.</p>
VALUE	<p>Produce a range of three values in various environments and works of art in a variety of media; including:</p> <ul style="list-style-type: none"> <li>a black-to-white scale</li> <li>a one-color value scale</li> <li>two- and three- dimensional artworks that incorporate three levels of value</li> </ul>
SPACE	<p>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:</p> <ul style="list-style-type: none"> <li>baseline</li> <li>over/under</li> <li>above/below</li> <li>beside</li> <li>behind/in front</li> <li>foreground</li> <li>middle ground</li> <li>background</li> <li>overlap</li> <li>size</li> <li>placement on a page</li> </ul>
FORM	<p>Produce forms in a variety of styles, artworks, and media to demonstrate the following:</p> <ul style="list-style-type: none"> <li>geometric forms</li> <li>organic forms</li> <li>free-form forms</li> <li>positive and negative forms</li> </ul>

Source: Washington State Office of Superintendent of Public Instruction (OSPI)



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

