

Visual Arts

Grades 3-5

Overview

Visual arts education in Grades 3-5 provides students with a foundation of developmentally appropriate content upon which more advanced content is built in subsequent grades. Students respond and grow in a curriculum in which the teaching of art fundamentals is sequential and goal-oriented. They experience joy and confidence through self-expression when using acquired skills and knowledge to continue solving artistic problems creatively.

The Grades 3-5 visual arts curriculum focuses on strengthening students' cognitive, affective, sensory, and motor skill development. As students progress from dependent to independent thought processes, they are growing in their social and emotional development. In Grades 3-5, students' cognitive and technical abilities become more fully developed. Assessment by teachers and peers as well as self-assessment practices increase in rigor and can remain subjective in nature or be measured for evaluative purposes.

The visual arts classroom in Grades 3-5 provides a safe and appropriate setting for student exploration and assessment. An active and stimulating environment provides materials and equipment—including technology—adapted to meet students' needs. The ideal art environment facilitates responsible growth in learning and encourages artistic fluency as students work both individually and in groups.

In the Grades 3-5 curriculum, emphasis is placed on producing, responding to, and understanding art while promoting the elements of art and principles of design through traditional, digital, and multimedia technology. In addition, the curriculum promotes an awareness of the influence of the past on contemporary culture, along with an increased awareness of art, artists, and diverse cultures found throughout the world.

Visual Arts

Third Grade

Third-grade students are active and inquisitive. They are primarily concrete learners, acquiring knowledge through visual stimulation and hands-on experiences. Students in this grade are making connections between their personal lives and various cultures, times, and places.

In Grade 3, the visual arts classroom learning environment encourages students to work together as a community of learners yet provides an atmosphere in which they are valued individually for their ideas and contributions. Such an environment promotes self-confidence, and students are more receptive of suggestions for improvement.

As cognitive and technical skills increase in third grade, the elements of art and principles of design continue to be the basis of the visual arts curriculum. Expanded forms of assessment, such as critiques and self-assessments, become more meaningful to students as they implement skills in producing, responding, and understanding works of art.

Produce

Students will:

1. Utilize a variety of processes and media in the production of artwork.
Examples: producing a drawing using markers and crayons, creating a painting using watercolors and pastels on watercolor paper
 - Utilizing digital processes to produce works of art
Example: using a paint program to design a digital quilt
2. Produce works of art depicting genre subject matter.
Examples: interiors in the paintings of Benny Andrews and Pieter Brueghel, landscapes of Grandma Moses (Anna Mary Robertson), portraits of daily life by Norman Rockwell
3. Apply the elements of art and principles of design, including complementary and monochromatic color schemes, value, contrast, and asymmetrical balance in works of art.
Examples: using positive and negative space or complementary color schemes to create contrast in designs, using gray scales, mixing white to create tints and black to create shades
4. Create symbolic works of art to communicate ideas.
Example: using personal symbols to create a medieval family crest or heraldry
5. Demonstrate appropriate safety, care, and use of art materials and equipment.

Respond

6. Compare works of art in terms of complementary color schemes, value, contrast, and asymmetrical balance.
Example: comparing elements of art and principles of design used to depict water in Winslow Homer's *Gulf Stream* and Katsushika Hokusai's *The Great Wave*
7. Identify symbols and signs depicting specific ideas, moods, feelings, and emotions generated by a work of art.
Examples: sign depicting theme of love in Robert Indiana's *Love* sculpture, raising of the flag in the National Iwo Jima Memorial Monument generating feelings of patriotism
8. Identify ideas and feelings expressed by individual artists in works of art.
Examples: feeling of triumph in Emmanuel Leutze's painting *George Washington Crossing the Delaware*, feeling of happiness in Robert Henri's *Laughing Child*

Understand

9. Contrast artistic styles of various cultures, times, and places.
Examples: cultures—Asian landscapes versus Albert Bierstadt's American landscapes, times—art deco interiors versus minimalist interiors, places—paintings of covered bridges in rural areas versus suspension bridges in urban areas
 - Using digital media to compare artistic styles of various works of art
 - Identifying symbols from different cultures, times, and places that portray common themesExamples: color purple relating to royalty, arrow or spear symbolizing the hunt

Visual Arts

Fourth Grade

Students in Grade 4 are becoming more expressive as they respond to life experiences through artistic challenges. Although they are primarily concrete learners, these students are intrigued with more abstract modes of solving artistic problems. To nurture this interest, the fourth-grade classroom environment promotes the active engagement of students in their learning through independent and group projects, including opportunities for self-assessment. These experiences allow students to strengthen the skills needed to communicate, reason, solve artistic problems, and reach higher levels of cognitive thinking.

Although the visual arts content for Grade 4 continues to build upon the elements of art and principles of design, new concepts, techniques, and media provide opportunities for students to explore alternative solutions for self-expression. These experiences help students continue to develop their cognitive, physical, social, and emotional skills.

Produce

Students will:

1. Produce two- and three-dimensional works of art with a variety of traditional and digital processes, materials, subject matter, and techniques.
Examples: processes—using a digital camera to create images to be digitally altered;
materials—creating *papier-mâché* animals;
subject matter—creating portraits, landscapes, still lifes, interiors, or seascapes;
techniques—layering materials such as cardboard, rubber, fabric, paper clips, and papers to create a collagraph
2. Use traditional and digital media in the production of graphic design to communicate ideas and feelings.
Example: designing posters, book covers, or logos on the themes of recycling, drug awareness, or endangered species
3. Apply the elements of art and principles of design, including rhythm, movement, and emphasis, in the creation of works of art.
Examples: producing collages or paintings similar to those of Romare Bearden and Piet Mondrian that were inspired by music, creating works of art similar to Diego Rivera's works that were inspired by everyday life experiences in Mexico

Respond

4. Describe how the elements of art and principles of design, including rhythm, movement, and emphasis, are used in a specific work of art.
Examples: movement as depicted in the use of line and painting techniques in Wassily Kandinsky's abstract works, emphasis as depicted in Giorgio de Chirico's *The Nostalgia of the Infinite*, rhythm as depicted in Jackson Pollock's *Autumn Rhythm*, movement in Glenna Goodacre's sculpture *Puddle Jumpers*
 - Critiquing works of art orally or in writing, using the elements of art and principles of design
Example: reflecting upon the creative process and success of personal works of art in an electronic portfolio
5. Describe functions of art within the total environment, including functional sculptures, urban improvement, and transportation.
Examples: functional sculptures—fountains, benches, playground equipment; urban improvement—murals on walls; transportation—bridges
6. Compare different interpretations of the same subject or theme in art.
Example: landscapes by Impressionist and Hudson River School artists

Understand

7. Utilize community resources to identify works of art from various cultures, times, and places.
Examples: guest artists, artists-in-residence, museums, libraries, universities
8. Identify works of art from various artists that were inspired by the environments in which they were created.
Example: Alabama artists inspired by their heritage and environment, including Howard Finster's painting *Coke Bottle*, Jimmy Lee Sudduth's painting *Cotton Pickers*, and Frank Fleming's sculpture *Storyteller*

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Fifth Grade

Students in Grade 5 experience increased cognitive, emotional, and social development. As they become more aware of their immediate surroundings, students' interest in the expanded environment begins to emerge. Students recognize the benefits of assessment by teachers and peers as well as self-assessment when reflecting, understanding, and producing works of art. They develop a more sophisticated sense of visual arts as a means of expressing their feelings and emotions and learn to assess their ability to communicate thoughts and viewpoints and to understand the opinions of others. To accommodate these developmental changes, the fifth-grade visual arts classroom provides a positive learning environment that encourages students to think creatively and to expand technical skills.

Visual arts content standards for Grade 5 require students to become engaged in historical and cultural investigations of works of art, media, techniques, and processes. Greater awareness of the elements of arts and principles of design in the process and production of works of art is achieved through the objectives set forth in these standards. As students begin to manipulate ideas, media, and techniques, they also become more respectful of other viewpoints and works of art.

Produce

Students will:

1. Utilize the elements of art and principles of design and the structures and functions of art to communicate personal ideas.
Example: creating a painting, drawing, or sculpture in reaction to world events, drug awareness, or medical issues
 - Creating works of art utilizing a variety of traditional found and recyclable objects
Example: using Samuel "Sambo" Mockbee's architectural structures as motivation to produce recycled structures
 - Producing one-point perspective drawings
Example: drawing cubes using a vanishing point
2. Apply variety and unity in the production of two- and three-dimensional works of art.
Example: using Joan Miró's *Horse Carnival of Harlequins* to create a circus, carnival, zoo painting, or diorama
 - Producing moving and stationary sculptures
Examples: mobiles, totem poles, origami paper sculptures, clay coil or slab-built pottery

Respond

3. Explain the elements of art and principles of design, including variety and unity in a work of art.
Examples: variety—shapes and lines in Joan Miró’s *Composition*,
unity—black lines in Henri Matisse’s *Purple Robe and Anemones*
 - Applying appropriate vocabulary in discussing a work of art
4. Critique personal works of art orally or in writing according to specified criteria, including elements of art, principals of design, technical skill, and creativity.
 - Organizing the progression of artwork in a personal portfolio

Understand

5. Identify societal values, beliefs, and everyday experiences expressed through works of art.
Examples: satire expressed in editorial cartoons, societal values expressed by the digital animation industry
6. Describe works of art according to the style of various cultures, times, and places.
Examples: cultures—artistic styles of Native American cultures of the Southwestern and Pacific Northwestern United States,
times—Asher B. Durand’s early nineteenth-century painting *Kindred Spirits*,
places—gargoyles and sculptures known as grotesques from European countries
 - Describing ways in which the subject matter of other disciplines is interrelated with the visual arts
Examples: mathematics—Mavrits Cornelis (M. C.) Esher and tessellations;
language arts—Patricia Pollaco and book illustrations;
social studies—Matthew Brady and Civil War photography;
science—transformation of shapes to forms, circles to spheres, squares to cubes, and triangles to pyramids
7. Associate a particular artistic style with an individual artist.
Examples: Claude Monet with Impressionism, Claes Oldenberg with pop art, Alfred Leslie with photorealism
 - Using traditional and digital media to arrange works of art according to culture, theme, and historical period
Example: arranging works of art within a specific art movement or on a timeline