



## Green Room (Third Grade)

The art curriculum provides students with the means for self-expression while focusing on artistic literacy that enables students to interpret information conveyed by images and symbols. The curriculum considers the Virginia Fine Arts Standards of Learning as well as the interests of teachers and students. Whenever possible, themes explored in the art classroom will correspond with the current classroom theme.

Over the course of the year students collect their works of art in a portfolio, which is kept at school in preparation of the all student art show held the last week of school. In class, many aspects of art are covered, and students are exposed to a variety of media. My goal for the students is for them to experience a combination of a choice-based art room where they feel ownership in the creative process of creating art, as well as creating projects that support their general classroom studies. My hopes are that they explore the many different materials that can be used to create art, learn new skills in visual arts, and learn about various artists and styles. Students will create a portfolio of work that is stored in their classroom art space. They will choose from their portfolio a few of their favorite artworks to be displayed at the End of Year Arts Show.

There are many all-school art opportunities that the students experience every year:

- Collaboration on a class project for the BNS Auction fundraiser
- Art display at the University Mall for the BNS Chocolate Party
- An art rotation during Messy Day
- Tie Dye class color shirts and multi color apparel
- Items personalized with student art for a fundraiser
- End of Year Art Show

The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures. They will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Students will:

- identify solutions used by artists to solve visual problems
- identify and use intermediate, warm, and cool colors
- use various art processes and techniques to produce works of art that demonstrate craftsmanship
- develop art ideas from a variety of sources, including print, non-print, and technology
- identify and use positive and negative space, balance and pattern
- compare and contrast geometric and organic shapes
- create the illusion of depth on a two-dimensional surface
- identify and use foreground, middle ground and background in two-dimensional works of art
- discuss how history, culture and the visual arts influence each other
- create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts
- identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone)
- produce a work of art that communicates feelings
- create a work of art in clay, using the coil-building process
- use appropriate art vocabulary when describing art processes
- discuss form and function of artifacts from another culture
- analyze works of art by subject matter, including portrait, landscape, still life, and narrative

