

**Visual Arts: Grade 3**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark A:</b> Identify and describe the visual features and characteristics in works of art.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).			

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2. Explore and describe how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability).			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark: B:</b> Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Discuss different responses to, and interpretations of, the same artwork.			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark C:</b> Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify successful characteristics that contribute to the quality of their own artworks and the works of others.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify criteria for discussing and assessing works of art.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark A:</b> Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Interpret a favorite painting through movement or music.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark B:</b> Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Communicate mathematics, geography or science information visually (e.g., develop a chart, graph or illustration).			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark C: Create and solve an interdisciplinary problem using visual art processes, materials and tools.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Apply problem-solving skills from other subject areas (e.g., scientific method and inquiry processes) to solve artistic problems.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark D:</b> Describe how visual art is used in their communities and the world around them and provide examples.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Provide examples of different types of artists (e.g., muralists, industrial designers, architects and book illustrators) and describe their roles in everyday life .			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark A:</b> Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate skill and expression in the use of art techniques and processes.			

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<b>Benchmark A:</b> Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use appropriate visual art vocabulary when describing art-making processes.			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark B:</b> Use the elements and principles of art as a means to express ideas, emotions and experiences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify relationships between selected art elements and principles (e.g., color and rhythm).			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Use feedback and self-assessment to improve the quality of artworks.			

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### Adams County/Ohio Valley Course of Study

<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark A:</b> Recognize and describe visual art forms and artworks from various times and places.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Connect various art forms and artistic styles to their cultural traditions.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark B:</b> Identify art forms, visual ideas and images and describe how they are influenced by time and culture.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark C: Identify and describe the different purposes people have for creating works of art.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark D:</b> Place selected visual art exemplars (e.g., artists, art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Recognize selected artists who contributed to the cultural heritages of the people of the United States.			

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<b>Content Standard: Valuing the Arts/Aesthetic Reflection</b>			
<b>Benchmark A:</b> Apply basic reasoning skills to understand why works of art are made and valued.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Explain reasons for selecting an object they think is a work of art.			

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<b>Content Standard: Valuing the Arts/Aesthetic Reflection</b>			
<b>Benchmark B:</b> Form their own opinions and views about works of art and discuss them with others.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Ask clarifying questions about others' ideas and views concerning art.			

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<b>Content Standard: Valuing the Arts/Aesthetic Reflection</b>			
<b>Benchmark C: Distinguish and describe the aesthetic qualities in works of art.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Distinguish between technical and expressive qualities in their own artworks.			