

Sample Curriculum Model

Third Grade

Fine Arts

Strand 1: Art

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Fine Arts, Language Arts, Mathematics, Science, and Social Studies for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain suggestions for classroom assessments and suggestions for strategies/activities.

The grade level benchmarks are intended to support local curriculum work; they are not intended to replace local curriculum work.

Benchmarks and Model Curriculum are based on the 2001 Arkansas Fine Arts Curriculum Frameworks.

Arkansas Department of Education 2002

Grade Level: 3

Strand 1: Art

Content Standard 1: Inquire/Explore/Discover

Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.

Student Learning Expectation	Third Grade Benchmarks	Assessments	Strategies/Activities
A.1.1. Examine art and communicate ideas and feelings using the language or art which shall include art elements and principles.	Students will view a piece of art work and talk about art that reflects ideas and feelings using words like <i>shape, color, pattern, texture</i> and <i>balance</i> .	Observation Demonstration Checklist	Using an increased art vocabulary, students will describe what they see. Students will view insects and discuss symmetry.
A.1.2. Explore skills associated with media and processes including, but not limited to, color mixing, tearing, folding, and gluing.	Students will identify and explain the skills and materials needed to make a mono print.	Observation Demonstration	Students will identify elements of mono prints and discuss how to make them.
A.1.3. Distinguish parallels (i.e. elements, principles, themes, culture, materials, processes and methods) between art created by students and artists from different times and places.	Students will examine art work in the school building.	Observation Demonstration	Students will view the artists' works and compare to student work.
A.1.4. Discover examples of how people use art in their daily lives, in the work place, and within the community.	Students will explain a community public sculpture or mural.	Observation Demonstration	Students will report on artwork found in the school building.
A.1.5. Explore careers in art.	Students will explore careers in art.	Observation Demonstration	Students will explain why they like the work of a particular artist.

Student Learning Expectation	Third Grade Benchmarks	Assessments	Strategies/Activities
A.1.6. Discover and record through technology (computer, video, photocopier, camera, and/or overhead, etc.) a variety of art examples and related resources.	Students will use technology to study or record art.	Portfolio Project Observation Demonstration	Students will use the internet or video to study and list artists from other cultures or time.
A.1.7. Identify, practice, and follow health and safety standards in the use of tools, materials, and processes.	Students will follow safe practices with art materials and tools.	Observation Demonstration	Students will demonstrate proper clean up practices of returning equipment and supplies and wiping tables.
A.1.8. Recognize and apply responsible practices (reduce/reuse/recycle) to protect the natural/man-made environment.	Students will demonstrate proper environmental concerns.	Observation Demonstration	Students will recycle scrap materials to make paper.
A.1.9. Investigate the relationship among the arts and other disciplines.	Students will recognize and explore ways that art is used in other subjects.	Observation Demonstration	Students will demonstrate an understanding of the written word and illustrations.

Grade Level: 3

Strand 1: Art

Content Standard 2: Create

Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and design.

Student Learning Expectation	Third Grade Benchmarks	Assessments	Strategies/Activities
A.2.1. Use creative problem solving, critical thinking skills, and various resources to select subject matter, symbols, and ideas to communicate meaning.	Students will create a meaningful sequence to an artwork.	Observation Log/Journal Project Exhibition	Students will demonstrate the process of making a sculpture.
A.2.2. Transfer ideas and feelings to others through original works of self-expression using art elements and principles.	Students will use line, shape, color, space, and repetition of shape and color in a collage.	Observation Demonstration	Students will create a collage using repeated geometric shapes.
A.2.3. Demonstrate that change for improvement is a part of problem solving in art and that there can be more than one solution.	Students will choose the best method for changing an artwork.	Observation Portfolio Writing Project	Students will select various methods for improving an artwork and determine the “best” solution.
A.2.4. Create a project (e.g., performance, product, discussion) that shows how art is used in daily life, the workplace, or the community.	Students will make art that is used inside the work place.	Project Portfolio Observation	Students will select a specific room at their school to redesign.

Student Learning Expectation	Third Grade Benchmarks	Assessments	Strategies/Activities
A.2.5. Exercise responsible use of tools/technology and materials to produce art works that may include, but are not limited to, painting, drawing, printmaking, sculpture, clay/ceramics, architecture, graphic design, fiber arts, and digital imagery.	Students will use tools and materials responsibly.	Observation Demonstration Project	Students will demonstrate use of printmaking tools and materials.
A.2.6. Produce art works to demonstrate an understanding of the various purposes for creating (aesthetic, functional, historical/cultural, therapeutic and/or social).	Students will produce art work influenced by an historical/cultural period.	Portfolio Project Observation Demonstration	Students will produce a work of art that has a specific function.
A.2.7. Create art work in response to past, present, and future situations.	Students will create a project based on their perception of the future.	Portfolio Project Observation Demonstration	Students will design a city of the future.
A.2.8. Create art works based upon previous explorations/ discoveries that demonstrate the relationships between art and culture.	Students will create a three-D work of art in response to different cultural experiences.	Observation Project Log/Journal Writing	Students will create a hat influenced by another culture.
A.2.9. Collaborate to create through a variety of methods (small and whole groups, interdisciplinary, etc.).	Students will create a display of art in the classroom through collaboration.	Performance Observation Project Exhibition	Students will hang an art exhibit in their classroom.

Grade Level: 3

Strand 1: Art

Content Standard 3: Reflect/Respond/Rediscover

Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present) of environments, and of diverse cultures.

Student Learning Expectation	Third Grade Benchmarks	Assessments	Strategies/Activities
A.3.1. Understand and relate how art is used to communicate ideas and feelings to others.	Students will use art to convey ideas and feelings to others.	Checklist Writing Exhibit Observation Log/Journal	Students will use their five senses to describe what it feels like to “step into a picture.”
A.3.2. Evaluate and assess, individually/collaboratively, through revisions, journals, and/or critiques, the characteristics and merits of an individual’s art work and of the work of others.	Students will use peer and individual critique to discuss a piece of their artwork.	Writing Log/Journal Project Exhibition Portfolio	Students will choose a partner and write/discuss the merits of each other’s and their own artwork.
A.3.3. Develop aesthetic awareness by discussing (e.g., rationalization, critique, evaluation) the integrity of an individual’s art work.	Students will self-assess their artwork.	Log/Journal Writing Portfolio Project Exhibition Checklist	Students will self-assess their artwork and share their decision with others at their table group.
A.3.4. Exhibit art work and participate in the exhibition process (e.g., selection, planning, display, judging, promotion).	Students will select artwork to be included in a specific exhibition.	Exhibition Performance Portfolio Project Checklist	Students will select their piece of artwork to be included in an all-school art exhibit and assist in hanging the exhibit.
A.3.5. Build and assess a collection of student work in a portfolio (e.g., individual, classroom, grade level, technological).	Students will select artwork to be included in their portfolio.	Checklist Observation Exhibition	Students will select artwork for their portfolio for presentation to their parents. The work will come from all work completed during the quarter.

Student Learning Expectation	Third Grade Benchmarks	Assessments	Strategies/Activities
A.3.6. Recognize and acknowledge that artists/students develop individual styles.	Students will review artists' styles and their own art style.	Checklist Log/Journal Writing Teacher-made Test	Each students will identify an artist who has a style the student feels is similar to his own.
A.3.7. Examine and respond to the use of art in daily life and community.	Students will identify how art is used in public spaces in their community.	Teacher-made Test Portfolio Checklist Demonstration Writing	Students will participate in field trips into the community to identify the use of art in public spaces.
A.3.8. Analyze and discuss the relationship among the arts and other disciplines.	Students will examine how artists work with other disciplines.	Observation Checklist Performance Writing	Students will comprehend that artists provide visual images for textbooks in other disciplines.
A.3.9. Recognize the importance of art history and heritage.	Students will discuss how art history provides a glimpse into our heritage.	Writing Teacher-made Test Portfolio	Students will ways we can understand the heritage of our state through art history.