Enduring Understandings

Personal Choice and Vision
- Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking
- Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application & Collaboration
- Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

Literacy
- As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

Progress Points

Students will, at the appropriate developmental level:
- A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
- B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
- C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.
- D. Express personal responses to artistic works giving reasons for their interpretations and preferences.
- E. Provide and use feedback to improve and refine their artworks.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Cognitive and Creative Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>PERCEIVING/KNOWING (PE)</td>
</tr>
<tr>
<td>1PE</td>
<td>Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</td>
</tr>
<tr>
<td>2PE</td>
<td>Identify the relationships between and among selected elements and principles of art</td>
</tr>
</tbody>
</table>
and design.

**3PE** Use historical and cultural artworks to answer questions about daily life.

**4PE** Recognize selected artists who contributed to the cultural heritages of the people of the United States.

**5PE** Provide examples of how we encounter art and artists in everyday life.

**6PE** Recognize and identify choices that give meaning to a personal work of art.

**3PR** Find and solve problems of personal relevance and interest when developing artmaking ideas

**4PR** Create artworks that demonstrate awareness of two- and three-dimensional space.

**5PR** Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

**6PR** Collaborate with others to create a work of art that addresses an interdisciplinary theme.

**3RE** Compare and contrast their opinions of a work of art with those of their peers.

**4RE** Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

**5RE** Use feedback and self-assessment to improve the quality of personal artworks.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Cognitive and Creative Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>PERCEIVING/KNOWING (PE)</strong></td>
</tr>
</tbody>
</table>

**1PE** Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

**2PE** Notice and describe different visual effects resulting from artmaking techniques.

**3PE** Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.

**4PE** Identify and describe how artists from various cultural and ethnic groups have impacted Ohio’s history.

**5PE** Link ideas in and design of works of art to the emotions and moods expressed in them.

**6PE** Identify and name the sources for artmaking ideas (e.g., self, environment and other people).

**1PR** Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.

**2PR** Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

**3PR** Generate ideas and employ a variety of strategies to solve visual problems.

**4PR** Demonstrate motivation, independence and persistent during studio practices to complete artworks.

**5PR** Combine the elements and principles of art and design to create visually effective compositions in original works of art.

**6PR** Demonstrate technical skill through the integration of common processes and topics from other subject areas.

**1RE** Identify qualities that contribute to the design and meaning of their artworks and the works of others.

**2RE** Develop and share their ideas, beliefs and values about art.

**3RE** Recognize and describe the relationship of artworks to their social and cultural contexts.

**4RE** Generate criteria for discussing and assessing works of art.

**5RE** Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

**6RE** Give and use constructive feedback to produce artworks that achieve learning goals.
<table>
<thead>
<tr>
<th>GRADE 5</th>
<th>Cognitive and Creative Processes</th>
<th>PERCEIVING/KNOWING (PE)</th>
<th>PRODUCING/PERFORMING (PR)</th>
<th>RESPONDING/REFLECTING (RE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1PE</strong></td>
<td>Understand that the context of an art object has an effect on how that object is perceived.</td>
<td><strong>1PR</strong> Integrate observational and technical skills to strengthen artmaking.</td>
<td><strong>1RE</strong> Apply reasoning skills to analyze and interpret the meaning in artworks.</td>
<td><strong>1RE</strong> Apply reasoning skills to analyze and interpret the meaning in artworks.</td>
</tr>
<tr>
<td><strong>2PE</strong></td>
<td>Identify and communicate how historical and cultural contexts influence ideas that inform artists.</td>
<td><strong>2PR</strong> Use digital tools to explore ideas create and refine works of art during the artmaking process.</td>
<td><strong>2RE</strong> Describe how personal experiences can influence artistic preferences.</td>
<td><strong>2RE</strong> Describe how personal experiences can influence artistic preferences.</td>
</tr>
<tr>
<td><strong>3PE</strong></td>
<td>Investigate the role of cultural objects in our everyday environment.</td>
<td><strong>3PR</strong> Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</td>
<td><strong>3RE</strong> Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</td>
<td><strong>3RE</strong> Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</td>
</tr>
<tr>
<td><strong>4PE</strong></td>
<td>Compare and contrast how form and style are influenced by social, environmental and political views in artworks.</td>
<td><strong>4PR</strong> Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</td>
<td><strong>4RE</strong> Communicate how personal artistic decisions are influenced by social, environmental and political views.</td>
<td><strong>4RE</strong> Communicate how personal artistic decisions are influenced by social, environmental and political views.</td>
</tr>
<tr>
<td><strong>5PE</strong></td>
<td>Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.</td>
<td><strong>5PR</strong> During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.</td>
<td><strong>5RE</strong> Express what was learned and the challenges that remain when assessing their artworks.</td>
<td><strong>5RE</strong> Express what was learned and the challenges that remain when assessing their artworks.</td>
</tr>
<tr>
<td><strong>6PE</strong></td>
<td>Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.</td>
<td><strong>6RE</strong> Use criteria to assess works of art individually and collaboratively.</td>
<td><strong>6RE</strong> Use criteria to assess works of art individually and collaboratively.</td>
<td><strong>6RE</strong> Use criteria to assess works of art individually and collaboratively.</td>
</tr>
</tbody>
</table>
### Grade 3 - 1PE, 4RE

**Discipline** | Visual Art
---|---
**Strand/Process** | Perceiving/Knowing (PE); Responding/Reflecting (RE)
**Grade Level** | Grade 3

**Content Statement**

1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

**Enduring Understandings:** Literacy

**Progress Points:**

A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.

B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.

**Essential Questions**

How can you tell others about who you are and the times you live in through your art?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate learning by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
<tr>
<td>• All people throughout the past and in the present expressed themselves through art;</td>
<td>• Recognizing and naming common themes ideas and subject matter they observe in works of art;</td>
<td>• Inquiry-based learning;</td>
</tr>
<tr>
<td>• To recognize and appreciate that art exists everywhere including their own communities and regions.</td>
<td>• Recognizing the range of experiences including their own that inspires artworks;</td>
<td>• Modeling and coaching;</td>
</tr>
<tr>
<td>• Art provides a shared experience between those who make art and those who view and respond to art;</td>
<td>• Creating meaning from the global and regional art objects and visual works they study;</td>
<td>• Modeling;</td>
</tr>
<tr>
<td>• Art is created to express issues, ideas and problems that people care about in the world.</td>
<td>• Using current, available digital media to broaden access to global and community art and artifacts from the past and present.</td>
<td>• Checks for understanding;</td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by …

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

### Student Performance Tasks

Students work in small groups to select and research a theme of importance to them.

Each group creates a simple line drawing that represents their vision of the selected theme.

Individual students use digital media to research images related to their group theme--creating an electronic library of images to inform their artmaking.

Students combine ideas and images in their groups to generate one original design that illustrates their chosen theme adding words and drawings to the digital images they found. They work with art tools and materials of their choice.

They share their completed work and supporting research with the entire class sharing why the theme was important to them and how they chose to convey it. Additionally, students research other works of art that address a theme similar to theirs and make comparisons.

### Career Connections

**Pearltrees Careers Link**

- Curator
- Art Dealer
- Art Auctioneer

**Learning Standards Connections**

- GRADE 3 [English Language Arts](#)
- GRADE 3 [Mathematics](#)
- GRADE 3 [Science](#)
- GRADE 3 [Social Studies](#)

### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
## Grade 3 - 3PE, 4PE, 5PE, 3RE

### Discipline
Visual Art

### Strand/Process
Perceiving/Knowing (PE); Responding/Reflecting (RE)

### Grade Level
Grade 3

### Content Statement
- **3PE** Use historical and cultural artworks to answer questions about daily life;
- **4PE** Recognize selected artists who contributed to the cultural heritage of people of the United States;
- **5PE** Provide examples of how we encounter art and artists in everyday life;
- **3RE** Compare and contrast their opinions of a work of art with those of their peers.

### Enduring Understandings:
Critical and Creative Thinking, Literacy

### Progress Points:
A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.

### Essential Questions
Where do you find art in your life and surroundings?

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<td><strong>Students will demonstrate learning by</strong> …</td>
<td><strong>Students will be engaged and supported in learning by</strong> …</td>
</tr>
<tr>
<td>- The meaning of culture and heritage and the influence of these on artists and their works.</td>
<td>- Reasoning and speculating about the subject matter and meaning of artworks they observe;</td>
<td>- Observation and reasoning;</td>
</tr>
<tr>
<td>- Attentiveness to selected works of art and artists and the cultural characteristics in their works.</td>
<td>- Analyzing historical images and artifacts for clues to life in the past;</td>
<td>- Inquiry-based learning;</td>
</tr>
<tr>
<td>- To observe and convey the subject matter and story a work of art tells;</td>
<td>- Identifying details in a work of art that support the meanings they give to the work;</td>
<td>- Modeling;</td>
</tr>
<tr>
<td>- Art and design are everywhere in their lives and surroundings;</td>
<td>- Comparing and contrasting their ideas about selected artworks with that of their peers.</td>
<td>- Self and peer assessments;</td>
</tr>
<tr>
<td>- There are multiple meanings in the artworks they look at and the meaning they give to a work of art is important to share.</td>
<td></td>
<td>- Risk taking;</td>
</tr>
</tbody>
</table>

### Assessment
- **Students will know how well they are learning by** …
  - [Standards-Based Rubric _ Template](#)
  - [Arts Assessment Menu](#)

### Resources
- [LINK to Pearltrees](#)
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
**Model Curriculum: VISUAL ART Grades 3-4-5**

- Cross-Disciplinary Fine Arts

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### Application

**Student Performance Tasks**

Students work in small groups, each exploring a different question related to daily life that they determine. Students use online galleries to locate examples of how artists represented answers to their question. (Print images can be used if digital access is not available.)

Identify a minimum of five different decades and cultural regions. Each group randomly selects a world region and culture to explore from the selection that includes non-English language world regions (e.g., Raúl López García of Mexico, Graciela Rodo-Boulanger of Bolivia, Lim Kok Boon of Indonesia, Nikos Chatzikyriakos-Ghikas of Greece, Vladlena Gromova of Russia).

Students present their examples to the class projecting digital images, identifying the artists and explaining answers. Students share what they notice in the works studied that tells them how life was different in the past from their own lives and what they learned.

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**Career Connections**

**Pearltrees Careers Link**

- Art Historian
- Craft Artisan
- Art Researcher

**Learning Standards Connections**

- GRADE 3 *English Language Arts*
- GRADE 3 *Mathematics*
- GRADE 3 *Science*
- GRADE 3 *Social Studies*

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**Diverse Learners**

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

BACK
## Grade 3 - 6PE, 1PR, 3PR, 5RE

<table>
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<th>Visual Art</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing (PE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>6PE</strong> Recognize and identify choices that give meaning to a personal work of art; <strong>1PR</strong> Demonstrate skill and expression in the use of art techniques and processes; <strong>3PR</strong> Find and solve problems of personal relevance and interest when developing artmaking ideas; <strong>5RE</strong> Use feedback and self-assessment to improve the quality of personal artworks.</td>
</tr>
</tbody>
</table>

### Enduring Understandings:
- Personal Choice and Vision
- Critical and Creative Thinking
- Literacy

### Progress Points:
- B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
- D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

### Essential Questions
Why do you think people care about art and making art? Do You? Why or why not? How do art and design solve problems? How do artists share their processes through the work they create?

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<td><strong>Students will demonstrate learning by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
<tr>
<td>• Art and design involve problem-solving—problems that matter only to them and those that matter to others;</td>
<td>• Identifying and envisioning problems of personal relevance and interest to stimulate their artmaking;</td>
<td>• Project-based learning;</td>
</tr>
<tr>
<td>• Everything that is not made by nature is designed by someone;</td>
<td>• Generating multiple ideas, experimenting and taking action to solve visual art problems;</td>
<td>• Inquiry-based learning;</td>
</tr>
<tr>
<td>• The process of designing and making art involve many choices and decisions;</td>
<td>• Increasing attention to craftsmanship and their skillful use of techniques and processes;</td>
<td>• Modeling and coaching;</td>
</tr>
<tr>
<td>• That the process of making art is as important as the product;</td>
<td>• Identifying criteria for assessing the quality of personal work;</td>
<td>• Self and peer assessments;</td>
</tr>
<tr>
<td>• Creating art is a way to make their thinking visible;</td>
<td>• Using feedback to improve or evolve their artworks.</td>
<td>• Risk taking;</td>
</tr>
<tr>
<td>• Visual art problems are “open-ended” with no right or wrong solution;</td>
<td></td>
<td>• Learning centers;</td>
</tr>
<tr>
<td>• To give and receive feedback to improve or evolve artwork.</td>
<td></td>
<td>• Hands-on exploration;</td>
</tr>
</tbody>
</table>

### Assessment
**Students will know how well they are learning by…**
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

**Resources**
- [LINK to Pearltrees](#)
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| Students design zines that address an issue or problem that matters to them. These can be complicated, easy, annoying or fascinating issues. They can choose from a variety of art materials and media including digital tools. They also can combine words and images to convey their issue and message. Students duplicate and share their zines. They establish criteria for what makes a good zine and apply the criteria as they assess their own work and that of their peers. | **Pearltrees Careers Link**  
- Book Jacket Designer  
- Make-Up Artist  
- Art Therapist  
**Learning Standards Connections**  
- GRADE 3 [English Language Arts](https://www.ohioschools.org/standards/english-language-arts)  
- GRADE 3 [Mathematics](https://www.ohioschools.org/standards/mathematics)  
- GRADE 3 [Science](https://www.ohioschools.org/standards/science)  
- GRADE 3 [Social Studies](https://www.ohioschools.org/standards/social-studies) | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

*Instructional Note:* Preface this task with motivational dialogue to consider various problems and issues students may care about. Share examples of “zines” with an explanation of what a zine is and how they are used.
## Grade 3 – 2PE, 2PR, 5PR, 1RE

<table>
<thead>
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</thead>
<tbody>
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<td>Strand/Process</td>
<td>Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
</tbody>
</table>

### Content Statement

- **2PE** Identify the relationships between and among selected elements and principles of art and design; **2PR** Use appropriate visual art vocabulary during artmaking processes; **5PR** Show increasing attention to the nuances of elements and principles of design when creating personal works of art; **1RE** Examine and describe how art and design

#### Enduring Understandings:
- Critical and Creative Thinking, Literacy
- **Progress Points:** C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.

### Essential Question

How does understanding and using appropriate art specific vocabulary during art class contribute to creating an effective learning environment?

### Content Elaborations

**Students will learn …**

- Art has specialized vocabulary that will help them talk about the art they make and the artworks they observe;
- This art vocabulary is known as the elements of art and design and include line, shape, color and form among others they will study;
- Noticing the art and design elements in their own and others works can help them enjoy, appreciate and describe what they see in the artworks they study.
- Artists sometimes make works using line, shape and color as elements in and of themselves without making recognizable people, places or things.

### Expectations for Learning

**Students will demonstrate learning by …**

- Experimenting and combining art and design elements for purposeful planning in creating representational and nonrepresentational works;
- Developing and using art vocabulary to discuss, write about, and evaluate personal art and the art of peers;
- Applying art vocabulary and concepts when planning ideas and creating works of art.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by …**

- Project-based learning;
- Inquiry-based learning;
- Modeling;
- Self and peer assessments;
- Learning centers;
- Independent and cooperative problem solving;
- Journaling;
- Hands-on exploration and experimentation.

### Assessment

**Students will know how well they are learning by …**

- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers

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**LINK to Pearltrees**
## Model Curriculum: VISUAL ART Grades 3-4-5

- Cross-Disciplinary Fine Arts

### Application

<table>
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<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| **Following observation and discussion of art and design elements and principles and attention to these in selected works of art:** Students create a panorama book selecting, using and combining the art and design elements and principles they learned in nonrepresentational, dynamic interaction.  
Alternate Tasks: Students create written or video entries to their digital portfolio using appropriate vocabulary to reflect on and explain the artistic processes used in their artmaking.  
Students write an artist statement for a selected work.  
They contribute vocabulary to Word Wall.  
Students apply vocabulary effectively in journal entries. | **Pearltrees Careers Link**  
- Artist-in-Residence  
- Art Auctioneer  
- Children's Book Illustrator  
**Learning Standards Connections**  
- GRADE 3 English Language Arts  
- GRADE 3 Mathematics  
- GRADE 3 Science  
- GRADE 3 Social Studies | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

### BACK
# Grade 3 - 4PR

**Discipline** | Visual Art  
**Strand/Process** | Producing/Performing (PR)  
**Grade Level** | Grade 3  
**Content Statement**  
**4PR** Create artworks that demonstrate awareness of two- and three-dimensional space.  

**Enduring Understandings:** Critical and Creative Thinking  
**Progress Points:** C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.  

**Essential Questions**  
What skills or use of tools need to be learned to create space in works of art? What is the importance of process in creating two- and three-dimensional art?  

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
</table>
| **Students will learn ...**  
- The meaning and distinction between two-dimensional and three-dimensional;  
- To solve structural problems when creating three-dimensional artwork;  
- Strategies for creating space or the illusion of depth on a two-dimensional surface. | **Students will demonstrate this by ...**  
- Learning to create drawings, paintings, collages and sculptures that include attention to two- and three-dimensional space;  
- Reinforcing learned techniques and introducing new techniques for representing space;  
- Problem solving structural and balance issues commonly associated with three-dimensional art constructions. | **Students will be engaged and supported in learning by ...**  
- Project-based learning;  
- Service learning;  
- Inquiry-based learning;  
- Modeling;  
- Self and peer assessments;  
- Risk taking;  
- Learning centers;  
- Independent and cooperative problem solving;  
- Hands-on exploration and experimentation. |

**Assessment**  
Students will know how well they are learning by ...  
- [Standards-Based Rubric Template](#)  
- [Arts Assessment Menu](#)  

**Resources**  
- [LINK to Pearltrees](#)  
- Lesson Design and Content  
- Digital Tools  
- Research and Advocacy  
- Professional Organizations  
- Careers
### Application

<table>
<thead>
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</tr>
</thead>
</table>
| To demonstrate their understanding of how to create depth on a flat surface, students create a landscape that illustrates foreground, middle ground and background. They manipulate one or more features for creating a feeling of space on a two-dimensional surface including:  
  -size  
  -clarity  
  -color  
  -detail  
  -overlapping. | **Pearltrees Careers Link**  
  -Sculptor  
  -Stone Mason  
  -Architect  
  **Learning Standards Connections**  
  -GRADE 3 [English Language Arts](#)  
  -GRADE 3 [Mathematics](#)  
  -GRADE 3 [Science](#)  
  -GRADE 3 [Social Studies](#) | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
  -[ODE Diverse Learners](#)  
  -[VSA Ohio](#)  
  -[CAST](#) |
## Grade 3 - 6PR

<table>
<thead>
<tr>
<th>Discipline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.</td>
</tr>
</tbody>
</table>

### Enduring Understandings:
- Authentic Application and Collaboration
- Progress Points: B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.

### Essential Question
- How can personal strengths be recognized and best utilized to contribute to the success of collaborative artmaking?

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</tr>
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<tr>
<td>Students will learn …</td>
<td>Students will demonstrate this by …</td>
<td>Students will be engaged and supported in learning by …</td>
</tr>
<tr>
<td>• Art and other subjects they study share common processes, themes and topics;</td>
<td>• Creating artwork to address a genuine local or global community need;</td>
<td>• Project-based learning;</td>
</tr>
<tr>
<td>• Skills of collaboration and teamwork when working with a partner or group to create</td>
<td>• Connecting learning and ideas that cross disciplinary boundaries to strengthen effectiveness of the artwork;</td>
<td>• Service learning;</td>
</tr>
<tr>
<td>artworks;</td>
<td>• Working collaboratively to utilize ideas from all members and opportunities to capitalize on strengths of individuals within their group to contribute to the whole.</td>
<td>• Inquiry-based learning;</td>
</tr>
<tr>
<td>• Contributing ideas, listening to and considering other’s ideas are necessary skills for successful group work.</td>
<td></td>
<td>• Modeling;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self and peer assessments;</td>
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<td>• Risk taking;</td>
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<td>• Learning centers;</td>
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<td></td>
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<td>• Independent and cooperative problem solving;</td>
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<td>• Journaling;</td>
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<td></td>
<td></td>
<td>• Hands-on exploration.</td>
</tr>
</tbody>
</table>

### Assessment
- Students will know how well they are learning by …
  - Standards-Based Rubric Template
  - Arts Assessment Menu

### Resources
- LINK to Pearltrees
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross-Disciplinary Fine Arts
<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Students identify a community problem or theme common to the arts and other disciplines. They investigate and address the solution form the perspective of an artist, designer, historian and scientist. | Pearltrees Careers Link  
- Muralist  
- Playground Designer  
- Public Park Designer | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |
| For example, students create a product (e.g., birdhouses or birdfeeders) as part of an environmental theme and investigation of the natural habitats and community need around their school. | Learning Standards Connections  
- GRADE 3 English Language Arts  
- GRADE 3 Mathematics  
- GRADE 3 Science  
- GRADE 3 Social Studies |
## Grade 3 - 2RE

<table>
<thead>
<tr>
<th>Discipline</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>2RE Select an object an explain reasons why they think it is a work of art.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Personal Choice and Vision, Critical Thinking and Problem Solving, Literacy

**Progress Points:**
- A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.
- B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.
- D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

**Essential Question**
What is “art”?

### Content Elaborations

**Students will learn …**
- To develop concepts and ideas about what art is and the vocabulary for talking about it;
- To challenge their previously formed, personal definitions of art and create a new definition;
- To think critically about what art means to them and their lives.

### Expectations for Learning

**Students will demonstrate learning by …**
- Selecting an object that represents art to them personally;
- Evaluating an object and defending personal beliefs about why it is art;
- Creating a foundation for talking, presenting and understanding works of art.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by …**
- Project-based learning;
- Inquiry-based learning;
- Modeling;
- Self and peer assessments;
- Risk taking;
- Learning centers;
- Journaling;

### Assessment

**Students will know how well they are learning by …**
- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources [LINK to Pearltrees]
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Application

#### Student Performance Tasks

Students select a work of art, art object or artifact representative of current visual culture. They develop a position statement that shares their reasoning as to whether or not the item should be considered a work of art and accepted into a museum or the school art gallery. They present their position to the class and listen to the opinions of their peers.

#### Career Connections

**Pearltrees Careers Link**

- Illustration Agent
- Graphic Designer
- Curator

**Learning Standards Connections**

- GRADE 3 [English Language Arts](#)
- GRADE 3 [Mathematics](#)
- GRADE 3 [Science](#)
- GRADE 3 [Social Studies](#)

#### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST
# Model Curriculum: VISUAL ART Grades 3-4-5

## 4 – 1PE, 3PE, 4PE, 3RE

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<td>Grade Level</td>
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</table>

### Content Statements

- **1PE** Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.
- **3PE** Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.
- **4PE** Identify and describe how artists from various cultural and ethnic groups have impacted Ohio’s history.
- **3RE** Recognize and describe the relationship of artworks to their social and cultural contexts.

### Enduring Understandings:
- Critical and Creative Thinking, Literacy

### Progress Points:

A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

### Essential Question

How do artists express what they see, think and feel through their art?

### Content Elaborations

#### Students will learn…

- The arts and other subject areas they study share common themes, topics concepts and processes;
- A universal theme is the central idea of an art work that reappears throughout time and relates to similar ideas in other subject areas;
- Different artists and writers from different cultures often express similar themes because certain experiences are common to all

#### Students will demonstrate learning by…

- Identifying and exploring one or more universal themes through various perspectives such as artist, historian and scientist;
- Building a repertoire of descriptive language in response to what they notice in works of art;
- Using digital media to make connections between and among art forms and disciplines;
- Solving an interdisciplinary problem that addresses a universal theme.

### Instructional Strategies and Resources

#### Students will be engaged and supported in learning by…

- Formative assessment;
- Inquiry Based Learning;
- Project Based Learning;
- Summative assessment.

### Resources

- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

[LINK to Pearltrees](#)
### Model Curriculum: VISUAL ART Grades 3-4-5

- Digital media can help them discover and research universal themes;
- Attentiveness to sensory details in artworks and the use of descriptive language will help them talk about what they see in works;
- To recognize and engage with the works of influential Ohio artists.

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<tr>
<td>- Arts Assessment Menu</td>
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<tr>
<td><strong>Student Performance Tasks</strong></td>
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<tr>
<td>As a class, students generate a list of universal themes. (Art21, the PBS Web site is a good source of themes). From the list, students choose a theme and create a product or presentation to illustrate the theme from the perspectives of at least three different ways of thinking about it. One perspective must be that of an artist. Other perspectives can include that of a mathematician, writer, historian, journalist or scientist. Students share their product or presentation and what they learned considering the theme from more than one perspective. How did this deepen their understanding of the theme?</td>
</tr>
</tbody>
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<th>Career Connections</th>
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</tr>
<tr>
<td>- Greeting Card Designer</td>
</tr>
<tr>
<td>- Photo Journalist</td>
</tr>
<tr>
<td>- Advertising Copy Writer</td>
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</tr>
<tr>
<td>- GRADE 4 <a href="http://example.com">Mathematics</a></td>
</tr>
<tr>
<td>- GRADE 4 <a href="http://example.com">Science</a></td>
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<td>- GRADE 4 <a href="http://example.com">Social Studies</a></td>
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<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
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<tr>
<td>- VSA Ohio</td>
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<tr>
<td>- CAST</td>
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BACK
### Model Curriculum: VISUAL ART Grades 3-4-5

#### 4 – 6PE, 3PR

<table>
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</tr>
<tr>
<td>Grade Level</td>
<td>4</td>
</tr>
</tbody>
</table>
| Content Statements | 6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people).  
3PR Generate ideas and employ a variety of strategies to solve visual problems. |

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

**Essential Question**
What inspires artists? How do artists generate ideas?

**Content Elaborations**
- That ideas for artmaking are everywhere—in the places around them and in their imaginations;
- They can find their own art problems as well as solve the visual problems they are assigned in art class;
- To build a set of strategies to address art projects that they discover through experimentation and exploration of art tools and materials;
- To take risks during art experiences and know they can learn from their mistakes.

**Expectations for Learning**
- Students will demonstrate learning by...
  - Generating multiple ideas during the planning phase for art projects;
  - Taking initiative and action when facing a visual art problem;
  - Taking risks to explore and experiment with a various strategies and media during artmaking.

**Instructional Strategies and Resources**
- Students will be engaged and supported in learning by...
  - Formative assessment;
  - Inquiry Based Learning;
  - Project Based Learning;
  - Summative assessment.

**Assessment**
- Students will know how well they are learning by...
  - Standards-Based Rubric Template
  - Arts Assessment Menu

**Resources**
- LINK to Pearltrees
- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
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<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students keep a sketchbooks and journals throughout the school year to make written reflections about their artmaking experiences. Students create an &quot;inspiration board&quot; (collection of ideas that inspire them) that includes subject matter, techniques and processes, color schemes, etc. that they can add to over the school year and use as a source for ideas during their personal artmaking.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

### Learning Standards Connections

- GRADE 4 English Language Arts
- GRADE 4 Mathematics
- GRADE 4 Science
- GRADE 4 Social Studies
### 4 – 2PR

<table>
<thead>
<tr>
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<tr>
<td>Strand/Process</td>
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</tr>
<tr>
<td>Grade Level</td>
<td>4</td>
</tr>
<tr>
<td>Content Statements</td>
<td>2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</td>
</tr>
<tr>
<td>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking</td>
<td></td>
</tr>
<tr>
<td>Progress Points:</td>
<td>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</td>
</tr>
<tr>
<td></td>
<td>C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</td>
</tr>
</tbody>
</table>

#### Essential Question
What does it mean to design an object?

#### Content Elaborations
- The importance of play, creativity, experimentation and their own discoveries as they work with art tools and materials;
- To take risks during artmaking knowing it is okay to make mistakes and learn from them;
- How to experiment with art materials and be open to unexpected and surprising effects;
- Sometimes artists depict people, places and things that are recognizable and sometimes they use lines, shapes and colors in ways that are “abstract” or unrecognizable.

#### Expectations for Learning
- Engaging in artmaking with intent and purpose;
- Taking risks, initiative and action when confronted with an open-ended art project;
- Creating meaning through the artworks they produce.
- Behaving confidently when expressing themselves through their artworks.
- Taking initiative to repurpose and transform art media and materials in creative ways and with intent.

#### Instructional Strategies and Resources
- Formative assessment;
- Inquiry Based Learning;
- Project Based Learning;
- Summative assessment.

#### Resources
- Link to Pearltrees
- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

#### Assessment
**Students will know how well they are learning by...**
- Standards-Based Rubric Template
- Arts Assessment Menu
<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Performance Tasks</strong>&lt;br&gt;Students engage in special studio sessions that emphasize creative challenges. The session goal is focused on exploration, creativity and discovery using and repurposing art tools and materials in new and imaginative ways. Students share the outcomes and discoveries with peers.</td>
<td><strong>Pearltrees Careers Link</strong>&lt;br&gt;- Florist&lt;br&gt;- Greeting Card Designer&lt;br&gt;- Logo Designer&lt;br&gt;&lt;br&gt;<strong>Learning Standards Connections</strong>&lt;br&gt;- GRADE 4 <a href="#">English Language Arts</a>&lt;br&gt;- GRADE 4 <a href="#">Mathematics</a>&lt;br&gt;- GRADE 4 <a href="#">Science</a>&lt;br&gt;- GRADE 4 <a href="#">Social Studies</a></td>
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## Model Curriculum: VISUAL ART Grades 3-4-5

### 4 – 2PE, 1PR, 5PR, 6PR

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<tbody>
<tr>
<td>Strand/Process</td>
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</tr>
<tr>
<td>Grade Level</td>
<td>4</td>
</tr>
</tbody>
</table>

| Content Statements | 2PE Notice and describe different visual effects resulting from artmaking techniques.  
1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.  
5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.  
6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas. |

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application & Collaboration, Literacy

**Progress Points:**
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

**Essential Question**
How do you learn about art tools and materials?

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<td><strong>Students will learn…</strong></td>
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<td><strong>Students will be engaged and supported in learning by…</strong></td>
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</tbody>
</table>
| - Taking time to observe and look closely at works of art will help them notice more details and help them find meaning in the works;  
- They can experiment and explore art materials, tools and processes and make their own discoveries about how to use these in their artmaking;  
- Artists use art elements and principles to depict people, places | - Taking action and initiative to engage in the exploration of art tools and materials;  
- Documenting their discoveries and the visual effects they achieved;  
- Selecting and using art materials and tools with intent and purpose;  
- Creating visual effects by selecting and combining art elements and principles and using them in literal or abstract ways;  
- Engaging in artmaking with self-direction and confidence. | - Formative assessment;  
- Inquiry Based Learning;  
- Project Based Learning;  
- Summative assessment. |

**Resources** [LINK to Pearltrees](#)
- Lesson Design & Content  
- Digital Tools  
- Research & Advocacy
and things (in literal ways); they also use art elements like line, shape and color in nonrepresentational (abstract) ways. How to define an original work of art and the elements and principles of art & design;

Skills they develop in the arts like problem-solving, questioning, creative thinking and collaboration will help them in other subjects they study.

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<tr>
<td>Students create sample technique cards to keep with their materials to remind them of the discoveries they made when experimenting with materials.</td>
</tr>
<tr>
<td>They document in journals or through digital media a record of their working processes and decisions made during a selected project.</td>
</tr>
<tr>
<td>Alternate: Students design and create their dream house with real or imagined surfaces and structures using digital media.</td>
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<td>• Jeweler</td>
</tr>
<tr>
<td>• Sculptor</td>
</tr>
<tr>
<td>• Lighting Consultant</td>
</tr>
<tr>
<td>• Video Game Designer</td>
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## 4 – 4PR, 4RE, 6RE

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<tr>
<td>Content Statements</td>
<td></td>
</tr>
<tr>
<td>4PR</td>
<td>Demonstrate motivation, independence and persistent during studio practices to complete artworks.</td>
</tr>
<tr>
<td>4RE</td>
<td>Generate criteria for discussing and assessing works of art.</td>
</tr>
<tr>
<td>6RE</td>
<td>Give and use constructive feedback to produce artworks that achieve learning goals.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application & Collaboration, Literacy

**Progress Points:**

- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
- G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.

**Essential Question**

What motivates you to create art?

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<td>Students will be engaged supported in learning by...</td>
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<tr>
<td>- Showing initiative, self-direction, questioning and taking action are valued skills in art class;</td>
<td>- Engaging in art experiences with confidence and self-direction;</td>
<td>- Formative assessment;</td>
</tr>
<tr>
<td>- Engaging in art experiences and creative thinking to solve visual art problems requires focus and persistence;</td>
<td>- Engaging in artmaking with focus and intent;</td>
<td>- Inquiry Based Learning;</td>
</tr>
<tr>
<td>- Criteria refers to the characteristics that are valued in an artwork and help us judge the merits of the work (levels of quality);</td>
<td>- Persisting through artmaking experiences to address challenges and complete projects;</td>
<td>- Project Based Learning;</td>
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<td>- Generating and applying criteria to assess artworks and give constructive feedback to peers;</td>
<td>- Summative assessment.</td>
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<tr>
<td></td>
<td>- Using feedback to improve and evolve their artwork.</td>
<td>Resources [LINK to Pearltrees]</td>
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<td></td>
<td></td>
<td>- Lesson Design &amp; Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Digital Tools</td>
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<td>- Research &amp; Advocacy</td>
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<td></td>
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<td>- Professional Organizations</td>
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<td></td>
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<td>- Careers</td>
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</tbody>
</table>
Model Curriculum: VISUAL ART Grades 3-4-5

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
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<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Students create a digital presentation showcasing self-selected works of art that they found personally compelling. They address where their ideas came from, what inspired them, their processes, challenges they faced and how they addressed them. They also share their self-assessment of the finished work. | **Pearltrees Careers Link**
- Urban Planner
- Web Page Designer
- Film Maker

**Learning Standards Connections**
- GRADE 4 English Language Arts
- GRADE 4 Mathematics
- GRADE 4 Science
- GRADE 4 Social Studies | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
- ODE Diverse Learners
- VSA Ohio
- CAST |

- To give and receive constructive feedback when sharing artwork with peers;
- The value of setting personal artistic goals and reflecting on their progress to reach those goals.

**Assessment**
Students will know how well they are learning by...
- Standards-Based Rubric Template
- Arts Assessment Menu

**Assessment**
Cross Disciplinary Fine Arts
## Model Curriculum: VISUAL ART Grades 3-4-5

### 4 – 5PE, 1RE, 2RE, 5RE

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</thead>
<tbody>
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<td>Perceiving/Knowing (PE) Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>4</td>
</tr>
<tr>
<td>Content Statements</td>
<td></td>
</tr>
<tr>
<td>5PE</td>
<td>Link ideas in the design of works of art to the emotions and moods expressed in them.</td>
</tr>
<tr>
<td>1RE</td>
<td>Identify qualities that contribute to the design and meaning of their artworks and the works of others.</td>
</tr>
<tr>
<td>2RE</td>
<td>Develop and share their ideas, beliefs and values about art.</td>
</tr>
<tr>
<td>5RE</td>
<td>Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>Personal Choice and Vision, Critical and Creative Thinking, Literacy</td>
</tr>
<tr>
<td>Progress Points:</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Understand and articulate the intrinsic worth and public value of arts and cultural participation.</td>
</tr>
<tr>
<td>B.</td>
<td>Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</td>
</tr>
<tr>
<td>C.</td>
<td>Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</td>
</tr>
<tr>
<td>D.</td>
<td>Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.</td>
</tr>
</tbody>
</table>

### Essential Question

How do you assess the merits of your artwork and that of others?

### Content Elaborations

**Students will learn…**

- Designing is purposeful planning that uses any combination of forms, pictures, words and meanings to achieve a goal;
- To notice how mood and emotion are achieved in works of art and the role that color plays;
- How to apply criteria to assess the quality of artworks;
- To set personal artistic goals and develop and share their ideas about the value of art;

### Expectations for Learning

**Students will demonstrate learning by…**

- Planning with intent and purpose as they prepare for and engage in artmaking experiences;
- Monitoring their own progress towards personal artistic goals;
- Formulating a position statement on the value of art;
- Participating in critiques using the art language taught and established criteria to assess the merits of selected works of art.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by…**

- Formative assessment;
- Inquiry Based Learning;
- Project Based Learning;
- Summative assessment.

### Resources

- LINK to Pearltrees
- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
### Assessment

Students will know how well they are learning by…

- Standards-Based Rubric Template
- Arts Assessment Menu

### Application

<table>
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<td><strong>Student Performance Tasks</strong></td>
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<td><strong>Diverse Learners</strong></td>
</tr>
</tbody>
</table>
| Students establish a set of personal artistic goals before beginning an art project. They establish criteria for assessing the quality of their products at the onset of the project. They use the criteria they set to monitor their progress throughout the artmaking process and to assess the finished work. | **Peartrees Careers Link**
  - Advertising Art Director
  - Greeting Card Designer
  - Magazine Designer
  - Documentary Photographer | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
  - ODE Diverse Learners
  - VSA Ohio
  - CAST |
| | **Learning Standards Connections**
  - GRADE 4 English Language Arts
  - GRADE 4 Mathematics
  - GRADE 4 Science
  - GRADE 4 Social Studies |
## 5 – 1PE, 2PE, 3PE, 4PE

### Discipline
Visual Art

### Strand/Process
Perceiving/Knowing (PE) Producing/Performing (PR)

### Grade Level
Grade 5

### Content Statements
- **1PE** Understand that the context of an art object has an effect on how that object is perceived.
- **2PE** Identify and communicate how historical and cultural contexts influence ideas that inform artists.
- **3PE** Investigate the role of cultural objects in our everyday environment.
- **4PE** Compare and contrast how form and style are influenced by social, environmental and political views in artworks.

### Enduring Understandings:
Personal Choice and Vision, Authentic Application & Collaboration, Literacy

### Progress Points:
A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

### Essential Question
How does an artist create compelling imagery through attention to form and style?

### Content Elaborations

<table>
<thead>
<tr>
<th>Students will learn…</th>
<th>Students will demonstrate learning by…</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Context refers to the location, information, or time frame that informs how a work of art is viewed and what it means; - Strategies to express how context affects the way that an art object is viewed and understood; - Artists are influenced by their system of beliefs, values and practice—as known as their culture; - Strategies to investigate how cultural objects communicate information about environment; - How form, style and content relate in a work of art to help the artist achieve what he or she intended the work to be about.</td>
<td>- Identifying how an object is viewed and understood citing the contextual clues; - Articulating how the historical and cultural contexts influenced specific artists; - Documenting the roles cultural objects play in our environment; - Experimenting with how current political or social influences might influence form and style in their artworks.</td>
<td>- Formative assessment; - Inquiry Based Learning; - Project Based Learning; - Summative assessment.</td>
</tr>
</tbody>
</table>

### Instructional Strategies and Resources
- Formative assessment;
- Inquiry Based Learning;
- Project Based Learning;
- Summative assessment.

### Assessment
- Students will know how well they are learning by…
  - Standards-Based Rubric Template

### Resources
- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
## Application

### Student Performance Tasks
Students research early cartoons. They research cultural groups that have used the art of tattooing in their traditions. Compare and contrast the context of these practices by presenting each group’s findings to the class. Using technology create an expressive self-portrait with a tattoo that represents your present cultural context.

Research (e.g., the art of Roy Liechtenstein, Andy Warhol and other Pop Artists) to better understand social and political changes at the Pop Art time and how these were represented in the artists’ choices of form and style.

### Career Connections

#### Pearltrees Careers Link
- Art Historian
- Photographer
- Florist
- Court Artist

#### Learning Standards Connections
- GRADE 5 [English Language Arts](#)
- GRADE 5 [Mathematics](#)
- GRADE 5 [Science](#)
- GRADE 5 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
- ODE Diverse Learners
- VSA Ohio
- CAST

[BACK](#)
## Model Curriculum: VISUAL ART Grades 3-4-5

### 5 – 2RE, 4RE

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<tr>
<td>Grade Level</td>
<td>5</td>
</tr>
<tr>
<td>Content Statements</td>
<td>2RE Describe how personal experiences can influence artistic preferences. 4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Literacy

**Progress Points:**
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

### Essential Question
What do you think inspires artists? What inspires your artmaking? How do you think artists generate ideas?

### Content Elaborations

**Students will learn...**
- The meaning of “public value” as it relates to the arts and the contributions the arts make to the common good;
- To reflect on and share their own preferences when participating in art experiences and discussions;
- To reflect on and share their artistic decisions and what influences their choices when observing and making art.

### Expectations for Learning

**Students will demonstrate learning by...**
- Writing insightful reflections about the artistic choices they make and what influences them;
- Building a repertoire of artistic preferences by engaging with and exploring different media, forms, styles and content;
- Setting personal artistic goals when engaging in artmaking.

**Assessment**

**Students will know how well they are learning by...**
- Standards-Based Rubric Template
- Arts Assessment Menu

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by...**
- Formative assessment;
- Inquiry Based Learning;
- Project Based Learning;
- Summative assessment.

**Resources**
- LINK to Pearltrees
- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
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<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</td>
</tr>
</tbody>
</table>
| Students create a collaborative community-based mural they think will enhance the environment. | • Art Educator  
• Art Historian  
• Film Maker | • ODE Diverse Learners  
• VSA Ohio  
• CAST |
| They reflect on and write about the challenges they faced and how they addressed these. They share their ideas for the mural and why they think it adds to the community environment. | **Learning Standards Connections** | |
| **Option:** Students selected one of their artmaking projects they feel was most successful. They write a reflection that includes the artistic goals they met, the choices they made with respect to media, form, content style and what influenced them in making these choices. | • GRADE 5 [English Language Arts](#)  
• GRADE 5 [Mathematics](#)  
• GRADE 5 [Science](#)  
• GRADE 5 [Social Studies](#) |
### 5 – 5PR

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<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Content Statements

5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**

- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

#### Essential Question

How do artists and their artwork intersect with community? How do you think you can become a lifelong learning in the arts?

#### Content Elaborations

**Students will learn…**

- What it means to give respect and support to their peers for their ideas and creativity;
- The value of teamwork and leadership skills when collaborating with peers to create works of art.

#### Expectations for Learning

**Students will demonstrate learning by…**

- Identifying all the ways they respect and support peer ideas and creativity during collaborative art experiences;
- Behaving in respectful ways when engaged in group projects;
- Offering to model a technique or process and coach peers during artmaking activities;
- Taking a leadership role and initiative when creating and working with others;
- Acknowledging ideas of their peers and offering constructive feedback to others during critiques.

#### Instructional Strategies and Resources

**Students will be engaged and supported in learning by…**

- Formative assessment;
- Inquiry Based Learning;
- Project Based Learning;
- Summative assessment.

**Resources**  [LINK to Pearltrees]

- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
### Assessment

Students will know how well they are learning by...
- Standards-Based Rubric Template
- Arts Assessment Menu

### Application

#### Student Performance Tasks

Students design and develop a blog to provide feedback for creative ideas posted by classmates about a group or community project.

Students provide thoughtful input and constructive feedback when responding to blogs that discuss the arts and art projects.

#### Career Connections

**Pearltrees Careers Link**
- Muralist
- Architect
- Children's book illustrator
- Interior Decorator

**Learning Standards Connections**
- GRADE 5  [English Language Arts](#)
- GRADE 5  [Mathematics](#)
- GRADE 5  [Science](#)
- GRADE 5  [Social Studies](#)

#### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
- ODE Diverse Learners
- VSA Ohio
- CAST

BACK
## 5 – 6PE, 2PR

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<tr>
<td>Grade Level</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Statements</th>
<th>6PE</th>
<th>Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2PR</td>
<td>Use digital tools to explore ideas create and refine works of art during the artmaking process.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration,

**Progress Points:**
B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.

**Essential Question**
How do today’s digital tools influence your artmaking?

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<tr>
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<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
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<tbody>
<tr>
<td>Students will learn...</td>
<td>Students will demonstrate learning by...</td>
<td>Students will be engaged and supported in learning by...</td>
</tr>
<tr>
<td>- How to select and access contemporary digital tools and media;</td>
<td>- Listing and evaluating the digital tools and media used to investigate, explore ideas, and refine artwork.</td>
<td>- Formative assessment;</td>
</tr>
<tr>
<td>- How to judge the quality of images they see on the Internet;</td>
<td>- Developing criteria to help them judge the quality of digital tools and images.</td>
<td>- Inquiry Based Learning;</td>
</tr>
<tr>
<td>- Strategies and contemporary digital tools to help them explore ideas, design art products and refine their work using</td>
<td></td>
<td>- Project Based Learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Summative assessment.</td>
</tr>
</tbody>
</table>

**Assessment**
Students will know how well they are learning by...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**
- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts
## Application

### Student Performance Tasks
Students use Web sites (e.g., Google Sketch up) to generate and sketch ideas for artwork. They translate digital sketches into a work using their choice of media.

Students create and transform an expressive self-portrait that communicates their vision of themselves using both traditional and digital media.

### Career Connections

**Peartrees Careers Link**
- Digital film maker
- Layout designer
- Design Engineer
- Film editor
- Dentist

**Learning Standards Connections**
- GRADE 5  [English Language Arts](#)
- GRADE 5  [Mathematics](#)
- GRADE 5  [Science](#)
- GRADE 5  [Social Studies](#)

### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- ODE Diverse Learners
- VSA Ohio
- CAST

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## Model Curriculum: VISUAL ART Grades 3-4-5

### 5 – 3PR

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<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>5</td>
</tr>
<tr>
<td>Content Statements</td>
<td>3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.

### Essential Question
What does it mean to be a designer? What is graphic design?

### Content Elaborations

- Artists address all kinds of problems and issues through their artwork—e.g., complicated, annoying easy, or fascinating problems;
- Artists address current social issues that matter only to them or issues that deal with basic human concerns important to all of us;
- Graphic design involves purposeful planning using and combining forms, pictures, images, words and meanings to communicate;
- Art often involves the skill of problem-finding and problem-solving.

### Expectations for Learning

- Students will demonstrate learning by...
  - Compiling a list of contemporary social issues of interest to them that might be addressed through the arts;
  - Creating a graphic design to bring attention to a contemporary social issue of interest to them.

### Instructional Strategies and Resources

- Students will be engaged and supported in learning by...
  - Formative assessment;
  - Inquiry Based Learning;
  - Project Based Learning;
  - Summative assessment.

### Resources
- LINK to Pearltrees

- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

### Assessment

- Students will know how well they are learning by...
  - Standards-Based Rubric Template
  - Arts Assessment Menu
### Application

#### Student Performance Tasks
Students create a video, poster or presentation to address bullying or another social issue they care about. They include a message they want to convey about the topic and strategies or plans for bringing public attention to the issue. Designs can use any combination of forms, pictures, images and words.

#### Career Connections
**Pearltrees Careers Link**
- Cartoonist
- Muralist
- Film Maker
- Documentary Photographer

**Learning Standards Connections**
- GRADE 5 [English Language Arts](#)
- GRADE 5 [Mathematics](#)
- GRADE 5 [Science](#)
- GRADE 5 [Social Studies](#)

#### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
- ODE Diverse Learners
- VSA Ohio
- CAST
## 5 – 1PR, 4PR

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<tr>
<td>Grade Level</td>
<td>5</td>
</tr>
<tr>
<td>Content Statements</td>
<td>1PR Integrate observational and technical skills to strengthen artmaking. 4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.

**Essential Question**
In your mind, what skills can you develop through the study of art that will help you throughout your life?

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<tr>
<td><strong>Students will learn...</strong></td>
<td><strong>Students will demonstrate learning by...</strong></td>
<td><strong>Students will be engaged and supported in learning by...</strong></td>
</tr>
</tbody>
</table>
| - There are thinking skills, habits of mind and understandings they can develop through study and engagement with the arts, e.g., critical and creative thinking, problem-solving, cross-cultural and collaboration skills;  
  - That these skills and habits will benefit them in other subject areas and in life;  
  - How practicing and combining these skills can strengthen their artmaking and thinking capacities;  
  - That certain topics can be studied with an interdisciplinary approach--through the arts combined with other subject disciplines. | - Exploring and understanding a topic or theme of interest to them through the lens of the arts and one or more other subject area lenses (e.g., the topic through the eyes of an artist, historian and scientist).  
  - Visually communicating an interdisciplinary concept using specific elements and principles of art and design they were taught. | - Formative assessment;  
  - Inquiry Based Learning;  
  - Project Based Learning;  
  - Summative assessment. |

**Assessment**
Students will know how well they are learning by...
- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources** [LINK to Pearltrees](#)
- Lesson Design & Content  
- Digital Tools  
- Research & Advocacy  
- Professional Organizations  
- Careers  
- Cross Disciplinary Fine Arts
**Model Curriculum: VISUAL ART Grades 3-4-5**

<table>
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<td><strong>Student Performance Tasks</strong></td>
</tr>
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</table>
| Students design and create a two or three-dimensional representation of their ideal tree house. It should reflect their thinking, dreams, or beliefs about outdoor living from the perspectives of an artist, (designer or architect), environmentalist and scientist. They select an actual site for the tree and include photographs of location site. | **Pearltrees Careers Link**  
- Videographer  
- Photographer  

**Learning Standards Connections**  
- GRADE 5 English Language Arts  
- GRADE 5 Mathematics  
- GRADE 5 Science  
- GRADE 5 Social Studies  

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.  
- ODE Diverse Learners  
- VSA Ohio  
- CAST  

**BACK**
### Model Curriculum: VISUAL ART Grades 3-4-5

#### 5 – 5RE, 6RE

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#### Content Statements

<table>
<thead>
<tr>
<th>Grade</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5RE</td>
<td>Express what was learned and the challenges that remain when assessing their artworks.</td>
</tr>
<tr>
<td>6RE</td>
<td>Use criteria to assess works of art individually and collaboratively.</td>
</tr>
</tbody>
</table>

#### Enduring Understandings: Literacy

**Progress Points:**

A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.

B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.

D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

#### Essential Question

How do you share your art processes through the work you create? How do you know if the artwork you create has merit?

#### Content Elaborations

**Students will learn...**

- The value of reflecting on their processes and artwork in order to be self-directed and improve and evolve their artwork;
- That reflecting on and questioning, explaining and evaluating their processes, habits and finished work can lead them to grow and progress;
- That judging the merits of artworks is based on criteria we establish that describes the qualities in the work that are valued.
- To establish and use criteria to judge the merits of artworks.

#### Expectations for Learning

**Students will demonstrate learning by...**

- Behaviors that show self-direction, thoughtful reflection and initiative during artmaking;
- Establishing criteria that state the qualities for judging the merits of artworks;
- Engaging in self-assessment practices with regularity.

#### Instructional Strategies and Resources

**Students will be engaged and supported in learning by...**

- Formative assessment;
- Inquiry Based Learning;
- Project Based Learning;
- Summative assessment.

**Resources** [LINK to Pearltrees]

- Lesson Design & Content
- Digital Tools
- Research & Advocacy
- Professional Organizations
- Careers
- Cross Disciplinary Fine Arts

#### Assessment

**Students will know how well they are learning by...**

- Standards-Based Rubric Template
- Arts Assessment Menu
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<tr>
<td><strong>Student Performance Tasks</strong></td>
</tr>
<tr>
<td>Students include a written or video reflection to accompany a selected completed artwork in their portfolio. They address what they learned during the creative process. They also include statements about the challenges and problems they faced, and how they resolved these.</td>
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<td><strong>Career Connections</strong></td>
</tr>
<tr>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>• Film Maker</td>
</tr>
<tr>
<td>• Illustrator</td>
</tr>
<tr>
<td>• Museum curator</td>
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<tr>
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<td>• VSA Ohio</td>
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<tr>
<td>• CAST</td>
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## 5 – 5PE, 1RE, 3RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Visual Art</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing (PE) Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>5</td>
</tr>
<tr>
<td>Content Statements</td>
<td>5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works. 1RE Apply reasoning skills to analyze and interpret the meaning in artworks. 3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Authentic Application and Collaboration, Literacy

**Progress Points:**
- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.

**Essential Question**
How does an artist use inquiry and discussion skills to communicate about art?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will learn...</strong></td>
<td><strong>Students will demonstrate learning by...</strong></td>
<td><strong>Students will be engaged and supported in learning by...</strong></td>
</tr>
</tbody>
</table>
| - That to understand a work of art requires time to observe the work carefully and deeply;  
  - That attention to aesthetic qualities in artworks—the nature of beauty and taste—helps us to appreciate the work;  
  - Applying reasoning skills—analyzing, questioning and interpreting what we see in works of art helps us find meaning in the work;  
  - There are many ways to respond to a work of art and there is more than one meaning and interpretation;  
  - The value of documenting and | - Identifying aesthetic qualities in an artwork and posing and responding to questions about the qualities observed in the work;  
  - Analyzing and interpreting a work of art pointing out what they see in the work that led to their interpretation;  
  - Assuming the role of a curate by selecting works from a collection to document and showcase;  
  - Articulating reasons for documenting and preserving cultural artworks. | - Formative assessment;  
  - Inquiry Based Learning;  
  - Project Based Learning;  
  - Summative assessment. |

**Assessment**
Students will know how well they are learning by...

**Resources**
- Lesson Design & Content  
- Digital Tools  
- Research & Advocacy  
- Professional Organizations  
- Careers  
- Cross Disciplinary Fine Arts
preserving works of art and the important role of museums.

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<td>Students research ways in which art objects are documented and preserved. They describe the various methods they discover and share these with the class.</td>
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**Diverse Learners**

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)