

Model Curriculum – The Arts

Visual Art 3-5

CLICK on the [blue](#) number code of each content statement to view the model curriculum page.

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.

GRADE 3	Cognitive and Creative Processes		
	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
<p>1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</p> <p>2PE Identify the relationships between and among selected elements and principles of art</p>	<p>1PR Demonstrate skill and expression in the use of art techniques and processes.</p> <p>2PR Use appropriate visual art vocabulary during artmaking processes.</p>	<p>1RE Examine and describe how art and design principles are used by artists to create visual effects.</p> <p>2RE Select an object and explain reasons why they think it is a work of art.</p>	

Model Curriculum: VISUAL ART Grades 3-4-5

<p>and design.</p> <p>3PE Use historical and cultural artworks to answer questions about daily life.</p> <p>4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States.</p> <p>5PE Provide examples of how we encounter art and artists in everyday life.</p> <p>6PE Recognize and identify choices that give meaning to a personal work of art.</p>	<p>3PR Find and solve problems of personal relevance and interest when developing artmaking ideas</p> <p>4PR Create artworks that demonstrate awareness of two- and three-dimensional space.</p> <p>5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.</p> <p>6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.</p>	<p>3RE Compare and contrast their opinions of a work of art with those of their peers.</p> <p>4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</p> <p>5RE Use feedback and self-assessment to improve the quality of personal artworks.</p>
---	--	---

GRADE	Cognitive and Creative Processes		
4	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.</p> <p>2PE Notice and describe different visual effects resulting from artmaking techniques.</p> <p>3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.</p> <p>4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.</p> <p>5PE Link ideas in and design of works of art to the emotions and moods expressed in them.</p> <p>6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people).</p>	<p>1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.</p> <p>2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p> <p>3PR Generate ideas and employ a variety of strategies to solve visual problems.</p> <p>4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.</p> <p>5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.</p> <p>6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.</p>	<p>1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.</p> <p>2RE Develop and share their ideas, beliefs and values about art.</p> <p>3RE Recognize and describe the relationship of artworks to their social and cultural contexts.</p> <p>4RE Generate criteria for discussing and assessing works of art.</p> <p>5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</p> <p>6RE Give and use constructive feedback to produce artworks that achieve learning goals.</p>

Model Curriculum: VISUAL ART Grades 3-4-5

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

Model Curriculum: VISUAL ART Grades 3-4-5

Grade 3 - 1PE, 4RE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	<p>1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</p> <p>4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</p> <p>Enduring Understandings: Literacy</p> <p>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.</p>	
Essential Questions	How can you tell others about who you are and the times you live in through your art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> All people throughout the past and in the present expressed themselves through art; To recognize and appreciate that art exists everywhere including their own communities and regions. Art provides a shared experience between those who make art and those who view and respond to art; Art is created to express issues, ideas and problems that people care about in the world. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Recognizing and naming common themes ideas and subject matter they observe in works of art; Recognizing the range of experiences including their own that inspires artworks; Creating meaning from the global and regional art objects and visual works they study; Using current, available digital media to broaden access to global and community art and artifacts from the past and present. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Inquiry-based learning; Modeling and coaching; Modeling; Checks for understanding; Self-Assessments; Peer assessments; Risk taking. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students work in small groups to select and research a theme of importance to them.</p> <p>Each group creates a simple line drawing that represents their vision of the selected theme.</p> <p>Individual students use digital media to research images related to their group theme--creating an electronic library of images to inform their artmaking.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Curator • Art Dealer • Art Auctioneer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 3 English Language Arts • GRADE 3 Mathematics • GRADE 3 Science • GRADE 3 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • The meaning of culture and heritage and the influence of these on artists and their works. • Attentiveness to selected works of art and artists and the cultural characteristics in their works. • To observe and convey the subject matter and story a work of art tells; • Art and design are everywhere in their lives and surroundings; • There are multiple meanings in the artworks they look at and the meaning they give to a work of art is important to share. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> • Reasoning and speculating about the subject matter and meaning of artworks they observe; • Analyzing historical images and artifacts for clues to life in the past; • Identifying details in a work of art that support the meanings they give to the work; • Comparing and contrasting their ideas about selected artworks with that of their peers. <p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Observation and reasoning; • Inquiry-based learning; • Modeling; • Self and peer assessments; • Risk taking; • Learning centers; • Independent and cooperative problem solving; • Hands-on exploration and experimentation. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers

Model Curriculum: VISUAL ART Grades 3-4-5

		<ul style="list-style-type: none"> • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.)</p> <p>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).</p> <p>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.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Art Historian • Craft Artisan • Art Researcher <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 3 English Language Arts • GRADE 3 Mathematics • GRADE 3 Science • GRADE 3 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

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

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

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Art and design involve problem-solving—problems that matter only to them and those that matter to others; • Everything that is not made by nature is designed by someone; • The process of designing and making art involve many choices and decisions; • That the process of making art is as important as the product; • Creating art is a way to make their thinking visible; • Visual art problems are “open-ended” with no right or wrong solution; • To give and receive feedback to improve or evolve artwork. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Identifying and envisioning problems of personal relevance and interest to stimulate their artmaking; • Generating multiple ideas, experimenting and taking action to solve visual art problems; • Increasing attention to craftsmanship and their skillful use of techniques and processes; • Identifying criteria for assessing the quality of personal work; • Using feedback to improve or evolve their artworks. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Project-based learning; • Inquiry-based learning; • Modeling and coaching; • Self and peer assessments; • Risk taking; • Learning centers; • Hands-on exploration; • Formative self and peer assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Students design zines that address an issue or problem that matters to them. These can be complicated, easy, annoying or fascinating issues.</p> <p>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.</p> <p>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.</p> <p><i>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.</i></p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Book Jacket Designer• Make-Up Artist• Art Therapist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 3 English Language Arts• GRADE 3 Mathematics• GRADE 3 Science• GRADE 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Grade 3 – 2PE, 2PR, 5PR, 1RE

Discipline	Visual Art
Strand/Process	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
Grade Level	Grade 3
Content Statement	<p>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</p> <p>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.</p>
Essential Question	How does understanding and using appropriate art specific vocabulary during art class contribute to creating an effective learning environment?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • 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. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Project-based learning; • Inquiry-based learning; • Modeling; • Self and peer assessments • Learning centers; • Independent and cooperative problem solving; • Journaling; • Hands-on exploration and experimentation. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers

Model Curriculum: VISUAL ART Grades 3-4-5

		<ul style="list-style-type: none"> • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p><i>Following observation and discussion of art and design elements and principles and attention to these in selected works of art:</i> Students create a panorama book selecting, using and combining the art and design elements and principles they learned in nonrepresentational, dynamic interaction</p> <p><i>Alternate Tasks:</i> 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.</p> <p>Students write an artist statement for a selected work.</p> <p>They contribute vocabulary to Word Wall.</p> <p>Students apply vocabulary effectively in journal entries.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Artist-in-Residence • Art Auctioneer • Children’s Book Illustrator <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 3 English Language Arts • GRADE 3 Mathematics • GRADE 3 Science • GRADE 3 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

Grade 3 - 4PR

Discipline	Visual Art
Strand/Process	Producing/Performing (PR)
Grade Level	Grade 3
Content Statement	<p>4PR Create artworks that demonstrate awareness of two- and three-dimensional space.</p> <p>Enduring Understandings: Critical and Creative Thinking</p> <p>Progress Points: C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.</p>
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?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> 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. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: VISUAL ART Grades 3-4-5

- Cross-Disciplinary Fine Arts

Application

Student Performance Tasks

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.

Career Connections

[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](#)

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 - 6PR

Discipline	Visual Art
Strand/Process	Producing/Performing (PR)
Grade Level	Grade 3
Content Statement	<p>6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.</p> <p>Enduring Understandings: Authentic Application and Collaboration</p> <p>Progress Points: B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.</p>
Essential Question	How can personal strengths be recognized and best utilized to contribute to the success of collaborative artmaking?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Art and other subjects they study share common processes, themes and topics; • Skills of collaboration and teamwork when working with a partner or group to create artworks; • Contributing ideas, listening to and considering other's ideas are necessary skills for successful group work. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Creating artwork to address a genuine local or global community need; • Connecting learning and ideas that cross disciplinary boundaries to strengthen effectiveness of the artwork; • Working collaboratively to utilize ideas from all members and opportunities to capitalize on strengths of individuals within their group to contribute to the whole. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Project-based learning; • Service learning; • Inquiry-based learning; • Modeling; • Self and peer assessments; • Risk taking; • Learning centers; • Independent and cooperative problem solving; • Journaling; • Hands-on exploration. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Students identify a community problem or theme common to the arts and other disciplines. They investigate and address the solution from the perspective of an artist, designer, historian and scientist.</p> <p>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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Muralist• Playground Designer• Public Park Designer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 3 English Language Arts• GRADE 3 Mathematics• GRADE 3 Science• GRADE 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

Grade 3 - 2RE		
Discipline	Visual Art	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	2RE Select an object and explain reasons why they think it is a work of art.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical Thinking and Problem Solving, Literacy</p> <p>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.</p>	
Essential Question	What is “art”?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Project-based learning; Inquiry-based learning; Modeling; Self and peer assessments; Risk taking; Learning centers; Journaling; <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p><u>Student Performance Tasks</u></p> <p>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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Illustration Agent • Graphic Designer • Curator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 3 English Language Arts • GRADE 3 Mathematics • GRADE 3 Science • GRADE 3 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5



Model Curriculum: VISUAL ART Grades 3-4-5

4 – 1PE, 3PE, 4PE, 3RE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Responding/Reflecting (RE)	
Grade Level	4	
Content Statements	<p>1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.</p> <p>3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.</p> <p>4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio’s history.</p> <p>3RE Recognize and describe the relationship of artworks to their social and cultural contexts.</p> <p>Enduring Understandings: Critical and Creative Thinking, Literacy</p> <p>Progress Points:</p> <p>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.</p> <p>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products..</p> <p>D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.</p> <p>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.</p>	
Essential Question	How do artists express what they see, think and feel through their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

<ul style="list-style-type: none"> people everywhere; 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. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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?</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> Special Effects Technician Greeting Card Designer Photo Journalist Advertising Copy Writer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> GRADE 4 English Language Arts GRADE 4 Mathematics GRADE 4 Science GRADE 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> ODE Diverse Learners VSA Ohio CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

4 – 6PE, 3PR

Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Producing/Performing (PR)	
Grade Level	4	
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	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> 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. 	Students will demonstrate learning by... <ul style="list-style-type: none"> 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. <p style="text-align: center;">Assessment</p> Students will know how well they are learning by... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	Students will be engaged and supported in learning by... <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students keep a sketchbooks and journals throughout the school year to make written reflections about their artmaking experiences.</p> <p>Students create an “inspiration board” (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 a source for ideas during their personal artmaking.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 4 English Language Arts • GRADE 4 Mathematics • GRADE 4 Science • GRADE 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

4 – 2PR		
Discipline	Visual Art	
Strand/Process	Producing/Performing (PR)	
Grade Level	4	
Content Statements	<p>2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking</p> <p>Progress Points:</p> <p>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</p> <p>C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</p>	
Essential Question	What does it mean to design an object?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Florist • Greeting Card Designer • Logo Designer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 4 English Language Arts • GRADE 4 Mathematics • GRADE 4 Science • GRADE 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

4 – 2PE, 1PR, 5PR, 6PR		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Producing/Performing (PR)	
Grade Level	4	
Content Statements	<p>2PE Notice and describe different visual effects resulting from artmaking techniques.</p> <p>1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.</p> <p>5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.</p> <p>6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application & Collaboration, Literacy</p> <p>Progress Points:</p> <p>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</p> <p>C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</p> <p>D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.</p>	
Essential Question	How do you learn about art tools and materials?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • 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 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry Based Learning; • Project Based Learning; • Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design & Content • Digital Tools • Research & Advocacy

Model Curriculum: VISUAL ART Grades 3-4-5

<p>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;</p> <ul style="list-style-type: none"> Skills they develop in the arts like problem-solving, questioning, creative thinking and collaboration will help them in other subjects they study. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<ul style="list-style-type: none"> Professional Organizations Careers Cross Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students create sample technique cards to keep with their materials to remind them of the discoveries they made when experimenting with materials.</p> <p>They document in journals or through digital media a record of their working processes and decisions made during a selected project.</p> <p><i>Alternate:</i> Students design and create their dream house with real or imagined surfaces and structures using digital media.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> Jeweler Sculptor Lighting Consultant Video Game Designer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> GRADE 4 English Language Arts GRADE 4 Mathematics GRADE 4 Science GRADE 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> ODE Diverse Learners VSA Ohio CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

4 – 4PR, 4RE, 6RE

Discipline	Visual Art	
Strand/Process	Producing/Performing (PR) Responding/Reflecting (RE)	
Grade Level	4	
Content Statements	<p>4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.</p> <p>4RE Generate criteria for discussing and assessing works of art.</p> <p>6RE Give and use constructive feedback to produce artworks that achieve learning goals.</p>	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application & Collaboration, Literacy</p> <p>Progress Points:</p> <p>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</p> <p>C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</p> <p>D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.</p> <p>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.</p> <p>G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.</p>	
Essential Question	What motivates you to create art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> Showing initiative, self-direction, questioning and taking action are valued skills in art class; Engaging in art experiences and creative thinking to solve visual art problems requires focus and persistence; Criteria refers to the characteristics that are valued in an artwork and help us judge the merits of the work (levels of quality); 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Engaging in art experiences with confidence and self-direction; Engaging in artmaking with focus and intent; Persisting through artmaking experiences to address challenges and complete projects; Generating and applying criteria to assess artworks and give constructive feedback to peers; Using feedback to improve and evolve their artwork. 	<p>Students will be engaged supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers

Model Curriculum: VISUAL ART Grades 3-4-5

<ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<ul style="list-style-type: none"> Cross Disciplinary Fine Arts
---	--	--

Application

<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students create a digital presentation showcasing self-selected works of art that they found personally compelling.</p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> Urban Planner Web Page Designer Film Maker <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> GRADE 4 English Language Arts GRADE 4 Mathematics GRADE 4 Science GRADE 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> ODE Diverse Learners VSA Ohio CAST <p style="text-align: right;"><u>BACK</u></p>
--	--	--

Model Curriculum: VISUAL ART Grades 3-4-5

4 – 5PE, 1RE, 2RE, 5RE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Responding/Reflecting (RE)	
Grade Level	4	
Content Statements	<p>5PE Link ideas in the design of works of art to the emotions and moods expressed in them. 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. 5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</p> <p>Enduring Understandings: Personal Choice and Vision, 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. 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.</p>	
Essential Question	How do you assess the merits of your artwork and that of others?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> • 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; 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> • 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> • Formative assessment; • Inquiry Based Learning; • Project Based Learning; • Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers

Model Curriculum: VISUAL ART Grades 3-4-5

	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<ul style="list-style-type: none"> • Cross Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Advertising Art Director • Greeting Card Designer • Magazine Designer • Documentary Photographer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 4 English Language Arts • GRADE 4 Mathematics • GRADE 4 Science • GRADE 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: center;">BACK</p>

Model Curriculum: VISUAL ART Grades 3-4-5

5 – 1PE, 2PE, 3PE, 4PE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statements	<p>1PE Understand that the context of an art object has an effect on how that object is perceived.</p> <p>2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.</p> <p>3PE Investigate the role of cultural objects in our everyday environment</p> <p>4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.</p> <p>Enduring Understandings: Personal Choice and Vision, Authentic Application & Collaboration, Literacy</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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 –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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

- [Arts Assessment Menu](#)

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		
Discipline	Visual Art	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	5	
Content Statements	<p>2RE Describe how personal experiences can influence artistic preferences. 4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.</p> <p>Enduring Understandings: Critical and Creative Thinking, Literacy Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Students create a collaborative community-based mural they think will enhance the environment.</p> <p>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.</p> <p><i>Option:</i> 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.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Art Educator• Art Historian• Film Maker <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 5 English Language Arts• GRADE 5 Mathematics• GRADE 5 Science• GRADE 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

5 – 5PR		
Discipline	Visual Art	
Strand/Process	Producing/Performing (PR)	
Grade Level	5	
Content Statements	<p>5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points:</p> <ul style="list-style-type: none"> 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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Assessment		
<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 		
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students design and develop a blog to provide feedback for creative ideas posted by classmates about a group or community project.</p> <p>Students provide thoughtful input and constructive feedback when responding to blogs that discuss the arts and art projects.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Muralist • Architect • Children's book illustrator • Interior Decorator <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 5 English Language Arts • GRADE 5 Mathematics • GRADE 5 Science • GRADE 5 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

5 – 6PE, 2PR		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Producing/Performing (PR)	
Grade Level	5	
Content Statements	6PE Select and access contemporary digital tools media arts to investigate ideas and inform artmaking. 2PR Use digital tools to explore ideas create and refine works of art during the artmaking process.	
	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?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> How to select and access contemporary digital tools and media; How to judge the quality of images they see on the Internet; Strategies and contemporary digital tools to help them explore ideas, design art products and refine their work using 	Students will demonstrate learning by... <ul style="list-style-type: none"> Listing and evaluating the digital tools and media used to investigate, explore ideas, and refine artwork. Developing criteria to help them judge the quality of digital tools and images. <p style="text-align: center;">Assessment</p> Students will know how well they are learning by... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	Students will be engaged and supported in learning by... <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p><u>Student Performance Tasks</u></p> <p>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.</p> <p>Students create and transform an expressive self-portrait that communicates their vision of themselves using both traditional and digital media.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Digital film maker• Layout designer• Design Engineer• Film editor• Dentist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 5 English Language Arts• GRADE 5 Mathematics• GRADE 5 Science• GRADE 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

5 – 3PR		
Discipline	Visual Art	
Strand/Process	Producing/Performing (PR)	
Grade Level	5	
Content Statements	3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points:</p> <p>C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</p>	
Essential Question	What does it mean to be a designer? What is graphic design?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none"> • Cartoonist • Muralist • Film Maker • Documentary Photographer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 5 <u>English Language Arts</u> • GRADE 5 <u>Mathematics</u> • GRADE 5 <u>Science</u> • GRADE 5 <u>Social Studies</u> 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • <u>ODE Diverse Learners</u> • <u>VSA Ohio</u> • <u>CAST</u> <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

5 – 1PR, 4PR

Discipline	Visual Art
Strand/Process	Producing/Performing (PR)
Grade Level	5
Content Statements	<p>1PR Integrate observational and technical skills to strengthen artmaking.</p> <p>4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points:</p> <p style="padding-left: 20px;">B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</p> <p style="padding-left: 20px;">C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</p>
Essential Question	In your mind, what skills can you develop through the study of art that will help you throughout your life?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none"> • Videographer • Photographer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 5 <u>English Language Arts</u> • GRADE 5 <u>Mathematics</u> • GRADE 5 <u>Science</u> • GRADE 5 <u>Social Studies</u> 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • <u>ODE Diverse Learners</u> • <u>VSA Ohio</u> • <u>CAST</u> <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

5 – 5RE, 6RE

Discipline	Visual Art
Strand/Process	Responding/Reflecting (RE)
Grade Level	5
Content Statements	<p>5RE Express what was learned and the challenges that remain when assessing their artworks. 6RE Use criteria to assess works of art individually and collaboratively.</p> <p>Enduring Understandings: Literacy Progress Points:</p> <p>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.</p>
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	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts

Model Curriculum: VISUAL ART Grades 3-4-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>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.</p>	<p style="text-align: center;">Career Connections</p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Film Maker • Illustrator • Museum curator <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 5 English Language Arts • GRADE 5 Mathematics • GRADE 5 Science • GRADE 5 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: VISUAL ART Grades 3-4-5

5 – 5PE, 1RE, 3RE		
Discipline	Visual Art	
Strand/Process	Perceiving/Knowing (PE) Responding/Reflecting (RE)	
Grade Level	5	
Content Statements	<p>5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.</p> <p>1RE Apply reasoning skills to analyze and interpret the meaning in artworks.</p> <p>3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</p> <p>Enduring Understandings: Authentic Application and Collaboration, Literacy</p> <p>Progress Points:</p> <p>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.</p> <p>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</p> <p>D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.</p>	
Essential Question	How does an artist use inquiry and discussion skills to communicate about art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> 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 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> 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. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Formative assessment; Inquiry Based Learning; Project Based Learning; Summative assessment. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design & Content Digital Tools Research & Advocacy Professional Organizations Careers Cross Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by...</p>	

Model Curriculum: VISUAL ART Grades 3-4-5

<p>preserving works of art and the important role of museums.</p>	<ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	
<p>Application</p>		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students research ways in which art objects are documented and preserved. They describe the various methods they discover and share these with the class.</p> <p>Given 20-30 images of works art from across current and contemporary cultures, students assume the role of a curator by selecting ten works to showcase. They document their show and share their rationale for including the works selected.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Art Educator • Art Historian • Film Maker <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 5 English Language Arts • GRADE 5 Mathematics • GRADE 5 Science • GRADE 5 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>