

3RD GRADE VISUAL ARTS CHECKLIST

Fine Arts Goals 25 – 27 Illinois Learning Standards A – B Performance Descriptors

PRINCIPLES OF VISUAL ART

- _____ Distinguish between continuous and broken lines in a given art work (e.g., Jackson Pollack).
- _____ Describe line direction (e.g., horizontal, vertical, diagonal).
- _____ Give examples of organic (free-form, natural) and person-made shapes in the visual environment.
- _____ Select examples of neutral colors found in nature (e.g., clouds, tree bark, rocks).
- _____ Recognize the difference between warm and cool colors.
- _____ Match given texture to surfaces and objects.
- _____ Distinguish among foreground, middle ground, and background.
- _____ Identify the horizon line in a given art work.
- _____ Describe symmetrical and asymmetrical balance.
- _____ Recognize the mood or emotion in two or more art works with the same subject (e.g., dragons, cats, weather, ocean).
- _____ Classify a group of art works according to subject (e.g., portrait, landscape, still life).

CONNECTIONS TO THE ARTS

- _____ Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea (e.g. beginning, middle, and end in music, dance, and drama).
- _____ Compare the use of sound, movement, action, or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary).

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Match the material, tools, and processes used in painting, drawing, and constructing.
- _____ Compare the use of 2-D and 3-D tools and materials in creating art works.
- _____ Explain how to use and care for art making tools and media when creating 2-D or 3-D work.

_____ Demonstrate the safe and responsible use of materials and tools when creating 2-D or 3-D work.

_____ Identify photos, paintings, weavings, prints, ceramics, and sculpture.

CREATION AND PERFORMANCE

_____ Select and skillfully use a variety of materials, mixed media, and tools to create a composition containing subject matter (e.g., figures, landscape, still life).

_____ Create a composition expressing a personal idea from observation, research, or imagination.

_____ Demonstrate additive and subtractive processes when creating 3-D objects in a variety of materials.

_____ Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement).

_____ Construct a plan for a work of art using research.

HISTORY, SOCIETY OF THE ARTS

_____ Distinguish between appropriate and inappropriate audience behaviors.

_____ React to performances/ art works in a respectful, constructive, and supportive manner.

_____ Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama).

_____ Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances).

_____ List the things that artists make or do when they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings).

_____ Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, social dances, choirs, lessons).

_____ Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect).

_____ Identify cultural characteristics of a work of art.

_____ Describe how the arts inform viewers about people and events from history.

_____ Name significant artists in dance, drama, music, or visual art.