

## INTERMEDIATE LEVEL 3-4-5

### EXPLORING

<b>STANDARD 1</b> Students will explore and refine the application of media, techniques, and artistic processes.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p><u>Explore a variety of art materials while learning new techniques and processes.</u></p> <ul style="list-style-type: none"> <li>- Use simplified forms to begin drawing more complex forms.</li> <li>- Demonstrate a line drawing.</li> <li>- Identify shapes and forms: 2-D geometrical, symbolic, free form (cloud, tree, etc.)..</li> <li>- Identify and use complementary color schemes.</li> <li>- Use contrasting colors to create emphasis (e.g. red-green)</li> <li>- Start to develop a sense of depth by drawing distant objects smaller and with less detail than objects in the foreground</li> <li>- Create cast shadows opposite the light source.</li> <li>- Create “mood” in a drawing.</li> <li>- Do simple stitchery.</li> <li>- Make objects from “found/throw away” or nature materials.</li> <li>- Express own ideas in varied media.</li> <li>- Use clay to sculpt an object.</li> </ul> <p><u>Handle art materials in a safe and responsible manner.</u></p> <ul style="list-style-type: none"> <li>- Provide proper ventilation when working with art materials that give off fumes.</li> <li>- Dispose of and/or recycle art material wastes</li> </ul>	<p><b>OBJECTIVE</b></p> <p><u>Explore a variety of art materials while learning new techniques and processes.</u></p> <ul style="list-style-type: none"> <li>- Draw objects from a variety of perspectives; e.g., directly beneath, bird’s-eye view, below, from the level of the surface upon which it sits.</li> <li>- Use gesture drawing as a start-up skill for drawing.</li> <li>- Portray cast shadows as having shapes different from the objects that cast them.</li> <li>- Introduce to techniques of shading an object.</li> <li>- Use value, color, and texture to create interest.</li> <li>- Observe and render the details of real objects with a high degree of accuracy; e.g., wrinkles in a cloth, veins in a leaf, ridges on bark.</li> <li>- Design posters, cartoons, lettering, and caricatures.</li> </ul> <p><u>Handle art materials in a safe and responsible manner.</u></p> <ul style="list-style-type: none"> <li>- Provide proper ventilation when working with art materials that give off fumes.</li> <li>- Dispose of and/or recycle art material wastes in a safe and appropriate manner.</li> <li>- Clean and store art materials and equipment</li> </ul>	<p><b>OBJECTIVES</b></p> <p><u>Explore a variety of art materials while learning new techniques and processes.</u></p> <ul style="list-style-type: none"> <li>- Differentiate between foreground, middle, and background in the production of art.</li> <li>- Observe objects in detail and portray them with greater accuracy in works of art.</li> <li>- Refine gesture drawing and figure drawing.</li> <li>- Predict the process and techniques needed to make a work of art such as preliminary sketches.</li> <li>- Identify warm and cool colors.</li> <li>- Use watercolor washes.</li> <li>- Create the illusion of textures.</li> <li>- Develop techniques of balance, focus, and contrast in nature.</li> <li>- Create mosaics and collages.</li> <li>- Develop skills in the use of negative space and shading.</li> <li>- Recognize art styles as realistic, non-objective abstract, etc.</li> <li>- Learn that art has the following five major uses: philosophy and religion, utility (use), documentation (history), ornamentation (decoration), self expression (collective value).</li> <li>- Gain experience in using different art forms.</li> <li>- Identify the influence advertising design and its related fields has on one’s life.</li> <li>- Discuss the artistic contributions of ethnic</li> </ul>

<p>in a safe and appropriate manner.</p> <ul style="list-style-type: none"> <li>- Clean and store art materials and equipment in a way that extends their life and usability.</li> <li>- Clean and put art making areas back in order after projects.</li> <li>- Develop a sense of pride, confidence, satisfaction, and respect for other students' artwork as well as one's own.</li> </ul> <p><u>Create works of art using basic elements and principles.</u></p> <ul style="list-style-type: none"> <li>- Create a work of art that uses all the spaces on the paper.</li> <li>- Create a work of art that has a focal point.</li> <li>- Mount finished art and label it.</li> <li>- Recognize a variety of artists' tools</li> </ul>	<p>in a way that extends their life and usability.</p> <ul style="list-style-type: none"> <li>- Clean and put art making areas back in order after projects.</li> <li>- Develop a sense of pride, confidence, satisfaction, and respect for other students' artwork as well as one's own.</li> </ul> <p><u>Analyze and reflect upon works of art by their elements and principles.</u></p> <ul style="list-style-type: none"> <li>- Identify evidence of depth, shadow, color, and mood in artwork.</li> <li>- Identify complementary and related colors in art and nature.</li> <li>- Identify distortion.</li> </ul> <p><u>Create works of art using the elements and principles.</u></p> <ul style="list-style-type: none"> <li>- Draw the base of a distant object higher up on the drawing page than the bases of objects that are meant to be in the foreground.</li> <li>- Portray a consistent light side closest to the light source and dark side opposite the source of light in artwork.</li> <li>- Alter the intensity of any color by adding gray to it.</li> <li>- Create dominance in a painting by adding gray to all the colors but one.</li> <li>- Repeat elements to create movement in artwork.</li> </ul>	<p>groups, women, and the Catholic Church.</p> <ul style="list-style-type: none"> <li>- Discuss careers in the art field.</li> <li>- Explore different shapes in compositions.</li> <li>- Explain how the elements of color, line, and space are used to communicate ideas in art.</li> <li>- Identify the use of distortion of objects in significant works of art; e.g. portraying reflections, rubbery forms, melting objects, deflated objects.</li> <li>- Identify the natural aspects of distorted forms of art; e.g. reflection of a tree in water has the color and general shape of a tree, a deflated tire still has the texture and color of a tire.</li> <li>- Classify works of art as realistic, abstract, geometric, or organic.</li> </ul> <p><u>Handle art materials in a safe and responsible manner.</u></p> <ul style="list-style-type: none"> <li>- Practice appropriate behavior with sharp or dangerous tools at all times.</li> <li>- Dispose of waste materials in keeping with EPA standards and appropriate recycling methods.</li> <li>- Clean and put art making areas back in order after projects.</li> <li>- Develop a sense of pride, confidence, satisfaction, and respect for other students' artwork as well as one's own.</li> </ul> <p><u>Create works of art using the elements and principles.</u></p> <ul style="list-style-type: none"> <li>- Use contour lines to indicate the form of objects.</li> <li>- Create a work of art with symmetry</li> <li>- Create the illusion of common patterns and</li> </ul>
---	---	---

		<p>textures by the repetition of dots, lines, shapes, tones, colors, and value contrast.</p> <ul style="list-style-type: none"> <li>- Improves accuracy in proportion in works of art.</li> </ul>
--	--	---

## EXPRESSING

<b>STANDARD 2</b> Students will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p>Explore possible content and purposes in significant works of art.</p> <ul style="list-style-type: none"> <li>- Explain possible meanings of interpretations of some significant works of art.</li> <li>- Invent possible stories that may explain what is going on in these same works of art.</li> <li>- Create symbols in art that express individual, group, or religious interests and/or beliefs.</li> <li>- Recognize that artists may paint fantasies.</li> <li>- Describe objects, colors, textures, lines, and shapes that can be seen in a work of art.</li> <li>- Describe, analyze, interpret, and judge works of art.</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Explore possible content in art prints or works of art.</p> <ul style="list-style-type: none"> <li>- Determine and explore a variety of sources of inspiration for making art; e.g., panoramic view, people, imagination, celebration, events, interpretation of emotions, education, and religion.</li> <li>- Classify works of art according to media and genre; e.g., portrait/landscape, abstract/realistic, painting/sculpture, drawing/print.</li> <li>- Understand that all art work is different and that none is better or worse.</li> <li>- Demonstrate a visual and aesthetic awareness of the world.</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Explore possible content in art prints or works of art, both worldly and secular.</p> <ul style="list-style-type: none"> <li>- Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purpose for students' own artwork.</li> <li>- Predict aesthetic value in significant works of art; historical importance, communication of ideas or feelings, use of realism.</li> <li>- Use of personal experience as inspiration to create a work of art.</li> <li>- Explore video, film, CD-ROM , and computers as art tools and artworks.</li> <li>- Describe and explore different technologies.</li> <li>- Generate artworks and ways of learning about art or artists through these technologies.</li> </ul>

## UNDERSTANDING

<b>STANDARD 3</b> Students will interpret and apply visual arts in relation to culture, history, emotions, and all areas of learning.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p>Compare the arts of different cultures to explore their similarities and diversities.</p> <ul style="list-style-type: none"> <li>- Explain how art is an important aspect in the life and culture of each country.</li> </ul> <p>Explain the connection of visual arts to all areas of learning.</p> <ul style="list-style-type: none"> <li>- Explore the ability to create own artwork with a computer if available.</li> <li>- Discuss careers in the art field.</li> <li>- Discuss the artistic contributions of women and minorities in the United States.</li> <li>- discuss the contributions artists make to a community.</li> <li>- Discuss church and religion and how art relates to it.</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Compare the arts of different cultures to explore their similarities and diversities.</p> <ul style="list-style-type: none"> <li>- Explain how much of Utah’s history is revealed by visual arts, crafts, and folk arts; e.g., Native American petroglyphs, weaving.</li> <li>- Create works of art that connect to the early art and cultures of the state using similar designs or motifs.</li> </ul> <p>Recognize the connections of visual arts to all areas of learning.</p> <ul style="list-style-type: none"> <li>- Explore ability to create own art on the computer.</li> <li>- Use internet to access information about different types of artworks; e.g., prehistoric.</li> <li>- Discuss the artistic contributions of ethnic groups, minorities, and women.</li> <li>- Discuss Church and religion and how art relates to it.</li> </ul>	<p><b>OBJECTIVES</b></p> <p>Compare the art of different cultures to explore their similarities and diversities.</p> <ul style="list-style-type: none"> <li>- Understand that artists convey feelings and emotion in their artwork.</li> <li>- Understand relationships of Church and its contribution to the world of art.</li> <li>- Connect various kinds of art with particular cultures, times, or places.</li> <li>- Recognize the connections of visual arts to all learning.</li> </ul>