

VISUAL ARTS INTERMEDIATE 3RD 4TH 5TH

**Diocese of Salt Lake City
Catholic Schools Office**

Based on the Utah State Office of Education Curriculum

INTERMEDIATE LEVEL 3-4-5

EXPLORING

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

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

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

UNDERSTANDING

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