Florida Fine Arts

Visual Arts: Grade 3

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Use the art-making process to develop ideas for self-expression. VA.3.C.1.1
2. Reflect on and interpret works of art, using observation skills, prior knowledge, and experience. VA.3.C.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Experiment with the art-making process to develop ideas for self-expression. VA.3.C.1.IN.A

   b. Identify selected visual or tactile characteristics of artworks. VA.3.C.1.IN.B

   Supported

   a. Explore the art-making process to communicate personal interests. VA.3.C.1.SU.A

   b. Recognize selected visual or tactile characteristics of artworks. VA.3.C.1.SU.B

   Participatory

   a. Explore the art-making process. VA.3.C.1.PA.A

   b. Recognize a selected visual or tactile characteristic of artworks. VA.3.C.1.PA.B

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Assess personal artworks for completeness and success in meeting intended objectives. VA.3.C.2.1
2. Compare techniques used by peers and established artists as a basis for improving one's own work. VA.3.C.2.2
3. Use constructive criticism to improve artwork. VA.3.C.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use a defined criterion to assess and revise personal artworks. VA.3.C.2.IN.A

b. Use various techniques to learn how changes affect the completed artwork. VA.3.C.2.IN.B

Supported

a. Use a teacher-selected criterion to assess and revise personal artworks. VA.3.C.2.SU.A

b. Use various techniques to create artwork. VA.3.C.2.SU.B

Participatory

a. Use a teacher-selected criterion to assess personal artworks. VA.3.C.2.PA.A

b. Explore various techniques used to create artwork. VA.3.C.2.PA.B

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The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design. VA.3.C.3.1
2. Describe the connections between visual art and other contexts through observation and art criticism. VA.3.C.3.2
3. Explain the similarities and differences between artworks and utilitarian objects. VA.3.C.3.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Critique a variety of familiar visual art using defined criteria. VA.3.C.3.IN.A
   b. Identify vocabulary that is used in both visual art and other contexts. VA.3.C.3.IN.B
   c. Describe the purposes of artworks and utilitarian objects. VA.3.C.3.IN.C

   Supported

   a. Critique a variety of familiar visual art using a teacher-selected criterion. VA.3.C.3.SU.A
   b. Recognize selected vocabulary common to art and other contexts. VA.3.C.3.SU.B
   c. Identify the functions of artworks and utilitarian objects. VA.3.C.3.SU.C

   Participatory

   a. Select preferred, familiar visual art products. VA.3.C.3.PA.A
   b. Respond to selected vocabulary common to art and other contexts. VA.3.C.3.PA.B
   c. Recognize the function of selected artworks or utilitarian objects. VA.3.C.3.PA.C

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Manipulate tools and media to enhance communication in personal artworks. VA.3.S.1.1
2. Use diverse resources to inspire artistic expression and achieve varied results. VA.3.S.1.2
3. Incorporate ideas from art exemplars for specified time periods and cultures. VA.3.S.1.3
4. Choose accurate art vocabulary to describe works of art and art processes. VA.3.S.1.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore the use of art tools, processes, and media. VA.2.S.1.IN.A

a. Experiment with art tools and media to express ideas. VA.3.S.1.IN.A

b. Explore diverse resources to inspire artistic expression and achieve varied results. VA.3.S.1.IN.B

c. Use accurate art vocabulary to communicate ideas about art. VA.3.S.1.IN.C

Supported

a. Explore a variety of visual art tools and media to express ideas. VA.3.S.1.SU.A

b. Use art vocabulary to communicate ideas about art. VA.3.S.1.SU.B

Participatory

a. Explore the use of visual art tools and media. VA.3.S.1.PA.A

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal. VA.3.S.2.1
2. Follow procedures, focusing on the art-making process. VA.3.S.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Follow sequential procedures and techniques to achieve an artistic goal. VA.3.S.2.IN.A

Supported

a. Use a variety of visual art tools and media. VA.3.S.2.SU.A

Participatory

a. Explore the use of visual art tools and media. VA.3.S.2.PA.A

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks. VA.3.S.3.1
2. Develop craftsmanship skills through repeated practice. VA.3.S.3.2
3. Work within safety guidelines while using tools, media, techniques, and processes. VA.3.S.3.3
4. Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art. VA.3.S.3.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art. VA.3.S.3.IN.A

b. Demonstrate safety procedures for using art tools and materials. VA.3.S.3.IN.B

c. Recognize the difference between one's own ideas and those of others. VA.3.S.3.IN.C

Supported

a. Use a variety of visual art tools and media to create works of art. VA.3.S.3.SU.A

b. Imitate the safe use of art tools and materials. VA.3.S.3.SU.B

Participatory

a. Manipulate selected visual art tools and media. VA.3.S.3.PA.A

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work. VA.3.O.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore the structural elements of art and organizational principles of design to support artistic development. VA.3.O.1.IN.A

Supported

a. Explore the placement of the structural elements of art in personal works of art. VA.3.O.1.SU.A

Participatory

a. Explore structural elements of art. VA.3.O.1.PA.A

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Use creative and innovative ideas to complete personal artworks. VA.3.O.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create imagery and symbols to express thoughts and feelings. VA.3.O.2.IN.A

Supported

a. Generate ideas and images for artwork that communicate personal experience. VA.3.O.2.SU.A

Participatory

a. Explore images representing personal experience. VA.3.O.2.PA.A

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Use symbols, visual language, and/or written language to document self or others. VA.3.O.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use personal symbols in artwork to document surroundings and community. VA.3.O.3.IN.A

Supported

a. Create works of art to document self-perception. VA.3.O.3.SU.A

Participatory

a. Explore basic tools and media. VA.3.O.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Describe cultural similarities and differences in works of art. VA.3.H.1.1
2. Describe the importance of displaying suitable behavior as part of an art audience. VA.3.H.1.2
3. Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks. VA.3.H.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify common characteristics in works of art from selected cultures and times. VA.3.H.1.IN.A

b. Identify reasons for respecting the work of others. VA.3.H.1.IN.B

Supported

a. Recognize common characteristics in works of art from selected cultures and times. VA.3.H.1.SU.A

b. Follow directions for suitable behavior in an art audience. VA.3.H.1.SU.B

Participatory

a. Recognize a common characteristic in selected works of art. VA.3.H.1.PA.A

b. Respond respectfully to the artwork of others. VA.3.H.1.PA.B

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Compare differences or similarities in artworks across time and culture. VA.3.H.2.1
2. Examine artworks and utilitarian objects, and describe their significance in the school and/or community. VA.3.H.2.2
3. Describe various venues in which artwork is on display for public viewing. VA.3.H.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify common characteristics in artworks across time and culture. VA.3.H.2.IN.A

b. Identify common uses of visual art. VA.3.H.2.IN.B

Supported

a. Recognize common characteristics in artworks across time and culture. VA.3.H.2.SU.A

b. Recognize the function of visual art in a variety of activities and environments. VA.3.H.2.SU.B

Participatory

a. Recognize a common characteristic in selected artworks. VA.3.H.2.PA.A

b. Recognize a function of visual art in activities or environments. VA.3.H.2.PA.B

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

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Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms. VA.3.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts. VA.3.H.3.IN.A

Supported

a. Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts. VA.3.H.3.SU.A

Participatory

a. Recognize a pattern in visual art. VA.3.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Manipulate art media and incorporate a variety of subject matter to create imaginative artwork. VA.3.F.1.1
2. Explore the effects and merits of different solutions to solve an artistic problem. VA.3.F.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, and respond to visual art using a variety of media. VA.3.F.1.IN.A

Supported

a. Create, interpret, or respond to visual art using a variety of media. VA.3.F.1.SU.A

Participatory

a. Explore and use a variety of visual art media. VA.3.F.1.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

1. Identify places where artists or designers have made an impact on the community. VA.3.F.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify one or more community opportunities in or related to visual art for employment or leisure. VA.3.F.2.IN.A

Supported

a. Identify a community opportunity to participate in activities related to visual art. VA.3.F.2.SU.A

Participatory

a. Select preferred visual art activities. VA.3.F.2.PA.A

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The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Create artwork that communicates an awareness of events within the community. VA.3.F.3.1
2. Collaborate to complete a task in art. VA.3.F.3.2
3. Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills. VA.3.F.3.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create, interpret, and respond to visual art using a variety of media. VA.3.F.3.IN.A
   b. Sequence two or more steps related to individual or collaborative visual art projects. VA.3.F.3.IN.B

   Supported

   a. Create, interpret, or respond to visual art using a variety of media. VA.3.F.3.SU.A
   b. Complete one or more steps related to individual or collaborative visual art projects. VA.3.F.3.SU.B

   Participatory

   a. Explore and use a variety of visual art media. VA.3.F.3.PA.A
   b. Contribute to collaborative tasks related to visual art. VA.3.F.3.PA.B