

San Diego City Schools – Visual and Performing Arts Department
 California State Content Standards – Visual Art
 Core Learnings – Visual Art – Grades 3 - 5

1.0 Artistic Perception Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts <i>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</i>			
	3 rd Grade	4 th Grade	5 th Grade
1.1	<p>Perceive and describe rhythm and movement in works of art and in the environment.</p> <ul style="list-style-type: none"> Identify repeating of lines, colors, shapes/forms, textures and spaces (rhythm) and discuss how rhythm influences the interpretation of works of art. Identify how artists manipulate elements of art to imply motion in works of art. 	<p>Perceive and describe contrast and emphasis in works of art and in the environment.</p> <ul style="list-style-type: none"> Recognize and describe the juxtaposition of dissimilar elements, comparisons between two or more elements of art or the difference between the lightest and the darkest areas (contrast) in compositions and the environment. Recognize and describe special stress given to an element to make it stand out or be noticed (emphasis) in compositions and the environment. Select a work of art that clearly illustrates emphasis and explain why it was chosen using the vocabulary of visual art. 	<p>Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.</p> <ul style="list-style-type: none"> Identify how the total visual effect in a composition is achieved (unity) and how the arrangement of elements serves to emphasize the similarities of separate but related parts (harmony). Analyze and distinguish between two selected works of art, one that employs unity and harmony and one that does not and explain the visual effect of both.
1.2	<p>Describe how artists use tints and shades in painting.</p> <ul style="list-style-type: none"> Identify colors lightened by adding white (tints) in a least one painting. Identify colors darkened by adding black (shade) in works of art. Write or tell how tints and shades imply depth, light sources and placement of objects in space. 	<p>Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.</p> <ul style="list-style-type: none"> Identify unoccupied areas (negative) and areas representing solid objects (positive) in works of art. Analyze how positive and negative space can be used to create mood and emotional response to works of art. Analyze how size and placement of positive space affects negative space. 	<p>Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.</p> <ul style="list-style-type: none"> Describe and distinguish between realistic likenesses (representational), simplifying or distorting objects (abstract) and the complete lack of objects (nonrepresentational or non-objective) in works of art.
1.3	<p>Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <ul style="list-style-type: none"> Identify parts of an artwork nearest to the viewer (foreground), parts of the work that are farther away and appear smaller (background) and the area in between (middle ground). Explain the organization of size differences, placement of objects and use of space to create the illusion of depth. 	<p>Identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.</p> <ul style="list-style-type: none"> Locate and name pairs of complementary colors and their relative placement on the color wheel. Explore complementary and non-complementary color combinations and their affect on mood, emotional response, and association (flags, holidays, sports teams, school colors, etc.). 	<p>Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.</p> <ul style="list-style-type: none"> Identify, compare and contrast line, shape/form, texture, value and space in works of art, in the classroom, school, community, home environments, museums and galleries.

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1.4	<p>Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</p> <ul style="list-style-type: none"> Identify watercolor, tempera, ink, clay, collage, sculpture, fabric, photography, video and mixed media in works of art. Compare and contrast works of art created with different media and discuss how the choice of media affects perception and meaning. 	<p>Describe the concept of proportion (in face, figure) as used in works of art.</p> <ul style="list-style-type: none"> Discuss size relationships of one part to the whole and one part to another in faces and figures. Explore realistic and non-realistic proportion. Explore how artists manipulate proportion to create emphasis. 	
1.5	<p>Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space and value.</p> <ul style="list-style-type: none"> Identify each element of art (line, shape/form, color, texture, space and value) in works of art. Explore how elements of art work together (synthesis) to create a composition. 	<p>Describe and analyze the elements of art (color, shape/form, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment.</p> <ul style="list-style-type: none"> Identify cubes, spheres, pyramids, and cones (basic geometric forms) in works of art and the environment. Analyze the physical environment using the elements of art. 	
<p>2.0 Creative Expression Creating, Performing and Participating in the Visual Arts <i>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</i></p>			
	3 rd Grade	4th Grade	5 th Grade
2.1	<p>Explore ideas for art in a personal sketchbook.</p> <ul style="list-style-type: none"> Create a drawing that uses line and shape to demonstrate movement and rhythm. Transfer a drawing to a print plate surface by cutting away (carving) or adding to (relief) and make two or more prints. Maintain a personal sketchbook that includes multiple representations of ideas both written and drawn. 	<p>Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).</p> <ul style="list-style-type: none"> Draw two-dimensional shapes (circles, squares, triangles, rectangles, etc.) and transform them into transparent three-dimensional forms (spheres, cubes, pyramids, etc.). Draw or paint solid forms using shading to create the illusion of depth, including shadow cast by the objects. 	<p>Use one-point perspective to create the illusion of space.</p> <ul style="list-style-type: none"> Draw one-point perspective works of art creating the illusion of three-dimensional space on a two-dimensional plane through use of horizon line, foreground, middle ground and background, using size relationships, overlapping and a single vanishing point.

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2.2	<p>Mix and apply tempera paints to create tints, shades, and neutral colors.</p> <ul style="list-style-type: none"> • Create at least three tints by adding white to a pure color. • Create at least three shades by adding black to a pure color. • Create tempera paintings using tints, shades and neutral colors. 	<p>Use the conventions of facial and figure proportions in a figure study.</p> <ul style="list-style-type: none"> • Draw faces and figures demonstrating the appropriate use of following conventions: corner of mouth lines up with pupils, size of the head multiplied eight times equals the height of the total body, finger tip to finger tip of side spread arms equals the entire length of the body, the center of the entire head is at the top of the nose, right between the eyes. 	<p>Create gesture and contour observational drawings.</p> <ul style="list-style-type: none"> • Create many quick, fluid drawings that capture movement (gesture) as a tool to build drawing skills. • Draw an object by looking only at the object, not the drawing surface, using one continuous, slow and unbroken line (contour line drawing) to strengthen observational drawing skills.
2.3	<p>Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</p> <ul style="list-style-type: none"> • Draw or paint a cityscape, seascape or landscape illustrating the concept of depth using foreground, middle ground and background with appropriate size and placement relationships between objects. 	<p>Use additive and subtractive processes in making simple sculptural forms.</p> <ul style="list-style-type: none"> • Create sculptures by joining parts together (additive sculpture), using three or more parts or pieces. • Create sculptures of various size by removing or taking away from a block of original material (subtractive) using appropriate media (plaster mixed with vermiculite, balsa wood, etc.) and tools (spoons, butter knives, etc.). 	<p>Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).</p> <ul style="list-style-type: none"> • Create a simple computer-assisted drawing demonstrating knowledge of basic computer skills. • Create a digital photograph (digital camera) or video (video camera) and transform original image using available technology.
2.4	<p>Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p> <ul style="list-style-type: none"> • Visually examine at least three objects (still life) or scenes from everyday life for at last two minutes then draw or paint the objects or scene showing the light and dark areas clearly (value), continually referring to the objects or scene throughout (observational drawing). 	<p>Use fibers or other materials to create a simple weaving.</p> <ul style="list-style-type: none"> • Identify warp (set of materials that run lengthwise in a loom) and weft (set of materials that run crosswise) in a weaving. • Use yarns, strips of fabric, strings, organic materials, etc. to create weavings at least 12 inches long. 	<p>Create an expressive abstract composition based on real objects.</p> <ul style="list-style-type: none"> • Create a series of at least three drawings that progressively alter and simplify the shape (abstract) of a chosen object. • Create a work of art based on abstract sketches using simplified lines and shapes and contrasting colors to communicate a particular mood or feeling.
2.5	<p>Create an imaginative clay sculpture based on an organic form.</p> <ul style="list-style-type: none"> • Observe and draw objects found in nature (organic forms) in a sketchbook or drawing journal. • Build a clay sculpture based on organic forms that exaggerates or minimizes characteristics. 	<p>Use accurate proportions to create an expressive portrait or a figure drawing or painting.</p> <ul style="list-style-type: none"> • Plan a work of art by creating a series of drawings (thumbnail sketches) that communicates a mood, emotion or concept and draw or paint at least one portrait or figure drawing based on the preliminary sketches using line, shape/form, color, texture, value and space and correct size relationships. 	<p>Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.</p> <ul style="list-style-type: none"> • Collect objects from home, school, and community environment and assemble a stable sculpture (assemblage) that reflects unity and harmony according to a theme. • Defend choice and organization of objects in an assemblage. • Create a two-dimensional composition using four or more different media (mixed media).
2.6	<p>Create an original work of art emphasizing rhythm and</p>	<p>Use the interaction between positive and negative space</p>	<p>Use perspective in an original work of art to create a real</p>

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	<p>movement, using a selected printing process.</p> <ul style="list-style-type: none"> • Create a drawing that uses line and shape to demonstrate movement and rhythm, transfer the design to a print plate surface by cutting away (carving or intaglio)) or adding to (relief) and make multiple prints. 	<p>expressively in a work of art.</p> <ul style="list-style-type: none"> • Create a series of sketches by manipulating positive and negative space demonstrating a mood or idea. • Create a work of art that communicates a mood or idea, by purposeful use of shapes representing solid objects (positive space) and shapes or spaces representing unoccupied areas (negative space). 	<p>or imaginary scene.</p> <ul style="list-style-type: none"> • Use a horizon line and one vanishing point to create a cityscape, landscape or seascape perspective drawing from observation, photograph or imagination.
2.7		<p>Use contrast (light and dark) expressively in an original work of art.</p> <ul style="list-style-type: none"> • Create a work of art using highly contrasted light and dark areas to represent a mood or idea. • Create a work of art that explores direct and diffused light and its effect on objects, including shadow, depth and mood. 	<p>Communicate values, opinions, or personal insights through an original work of art.</p> <ul style="list-style-type: none"> • Explore how artists use elements of art to communicate what they believe, think about or feel. • Create a two or three-dimensional work of art expressing a personal value, opinion or view through the manipulation of the elements of art.
2.8		<p>Use complementary colors in an original composition to show contrast and emphasis.</p> <ul style="list-style-type: none"> • Create a work of art purposefully using complementary colors (red/green; yellow/violet; blue/orange) to show high contrast. • Discuss the effect that complementary colors have on emphasis in a work of art. 	

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3.0 Historical and Cultural Context			
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts			
<i>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</i>			
<i>Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i>			
	3 rd Grade	4th Grade	5th Grade
3.1	Compare and describe various works of art that have a similar theme and were created at different time periods. <ul style="list-style-type: none"> Examine works of art that have similar themes and discuss similarities and differences. Discuss time periods represented in works of art and distinguish between work created currently and work created in the past. 	Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture). <ul style="list-style-type: none"> Describe how art reflects heritage, historical events record keeping, society, etc. (from cave paintings to contemporary art). Identify art in the classroom, at home, and in the community and discuss how it reflects the lives of students and others. 	Describe how local and national art galleries and museums contribute to the conservation of art. <ul style="list-style-type: none"> Virtually visit (online) at least one national and four local museums or galleries. Discuss the preservation of historical and contemporary works of art to keep them from being lost, damaged or wasted and why preservation is important.
3.2	Identify artists from his or her own community, county, state and discuss local or regional art traditions. <ul style="list-style-type: none"> Identify, examine and analyze the work of three artists that represent the artistic traditions from San Diego, California and the Southwest United States. 	Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California’s history and art heritage. <ul style="list-style-type: none"> Name at least five cultures that continue to have impact on the development of California’s culture. Examine the artwork from each of these cultures and discuss how visual art plays a role. 	Identify and describe various fine, traditional, and folk arts <ul style="list-style-type: none"> Define fine art and traditional/folk art and find examples of each from the Colonial Era, regions of the United States (New England, the South, Midwest, and Pacific Northwest) and representative cultures of the Southwest.
3.3	Distinguish and describe representational, abstract, and nonrepresentational works of art. <ul style="list-style-type: none"> Identify and compare works of art that depict objects or scenes in a realistic manner (representational), objects or scenes in a brief, simplified manner making little or no effort to show realism (abstract), and that have no recognizable objects in the work of art (non-objective or non-representational). 	Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present. <ul style="list-style-type: none"> Research the art (including statues and architecture) created by, or in the style of, religious groups that impacted the development of California and describe how the influence still affects architecture being created today. 	Identify and compare works of art from various regions of the United States. <ul style="list-style-type: none"> Describe and compare the craftsmanship, historical and cultural relevance of visual art representative of the regions of the United States.

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3.4	Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers). <ul style="list-style-type: none"> • Visit a museum or gallery in person, online or through a book or video, observe works of art from at least five regions and cultures from around the world. • Explain how artifacts tell about a culture. 		View selected works of art from a major culture and observe changes in materials and styles over a period of time. <ul style="list-style-type: none"> • Research works of art from a chosen culture and discuss changes over time in media, application, subject matter, distribution in the society and accessibility to visual art in that culture.
3.5	Write about a work of art that reflects a student’s own cultural background. <ul style="list-style-type: none"> • Identify, research and write about one’s own culture, heritage or ethnicity and identify at least one artist or type of artwork representative of that culture. 		
4.0 Aesthetic Valuing Responding to Analyzing, and Making Judgments About Works in the Visual <i>Students analyze, assess and derive meaning from works of art, including their own work, according to the elements of art, the principles of design, and aesthetic qualities.</i>			
	3 rd Grade	4 th Grade	5 th Grade
4.1	Compare and contrast selected works of art and describe them, using appropriate vocabulary of art. <ul style="list-style-type: none"> • Discuss similarities and differences between two- and three-dimensional works of art. • Discuss how the elements of art are used in selected masterworks to communicate. 	Describe how using the language of the visual arts helps to clarify personal responses to works of art. <ul style="list-style-type: none"> • Discuss how visual art vocabulary (the elements of art: line, shape/form, color, texture, value and space and principles of art: emphasis, contrast, movement, repetition) allows one to describe, analyze and explain responses to works of art. 	Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art. <ul style="list-style-type: none"> • Identify and locate harmony and unity in two-dimensional and three-dimensional works of art. • Discuss how the process of examining harmony and unity in a work affects or changes responses to the work of art.
4.2	Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them. <ul style="list-style-type: none"> • Discuss the use of art elements and how they contribute to the mood in an original work of art. • Describe the use of color, tints and shades, light and dark values, different kinds of lines, the foreground, middle ground, and background in an original work of art. • Identify places where changes might be made to make one’s own work more expressive. 	Identify and describe how a person’s own cultural context influences individual responses to works of art. <ul style="list-style-type: none"> • Explain how a person who has studied a culture may see works of art differently than a person who knows nothing about the culture. • Discuss how their own fourth grade culture may influence their appreciation of works of art. 	Compare the different purposes of a specific culture for creating art. <ul style="list-style-type: none"> • Research individual culture of the student (ethnic, social, religious, etc.) and examine reasons for creating visual art in that culture. • Research a predominant culture from one state in the United States, and determine the function of visual art in that society.

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4.3	<p>Select an artist’s work and, using appropriate vocabulary of visual art, explain its successful compositional and communicative qualities.</p> <ul style="list-style-type: none"> Choose a work of art created by a master artist and describe the lines, shapes/forms, colors, and textures and how the work shows rhythm, movement, emphasis and/or unity. Describe the mood, theme or ideas communicated in works of art and explain why the works are considered significant. 	<p>Describe how the subject and selection of media relate to the meaning or purpose of a work of art.</p> <ul style="list-style-type: none"> Describe the qualities of lead and colored pencil, markers, tempera and watercolor paint, pastels and ceramic clay, and the effects associated with each (e.g. Watercolor can be used when hazy or transparent areas are desired, tempera can be used when sharp or bold effects are desired). 	<p>Develop and use specific criteria as individuals and in groups to assess works of art.</p> <ul style="list-style-type: none"> Design a rubric to include elements of art, harmony and unity, media, expressive quality, mood, emotional impact, and theme and use to assess two- and three-dimensional works of art.
4.4		<p>Identify and describe how various cultures define and value art differently.</p> <ul style="list-style-type: none"> Research how functional and non-utilitarian art objects are used in two or more cultures and discuss findings. 	<p>Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.</p> <ul style="list-style-type: none"> Use a student-developed rubric to evaluate the student’s own work and make suggestions for improvement.
4.5		<p>Describe how the individual experiences of an artist may influence the development of specific works of art.</p> <ul style="list-style-type: none"> Read about the life of an artist, examine works created by that artist and hypothesize how life experiences may have influenced his/her works. 	
<p>5.0 Connections, Relationships, Applications Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers <i>Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</i></p>			
	3 rd Grade	4 th Grade	5 th Grade
5.1	<p>Describe how costumes contribute to the meaning of a dance.</p> <ul style="list-style-type: none"> Describe how costumes from three distinct styles of dance (e.g., ballet, folk, hip hop) communicate meaning or mood through fabric, color, fit, design, etc. 	<p>Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.</p> <ul style="list-style-type: none"> Analyze a painting that has no recognizable objects or images (non-objective), interpret the painting through dance/movement and perform it with others. Record in a journal a description of the work of art, the interpretation, and translation to dance/movement. 	<p>Use linear perspective to depict geometric objects in space.</p> <ul style="list-style-type: none"> Draw transparent and solid geometric forms in space, with height, width and depth.

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5.2	<p>Write a poem or story inspired by his or her own works of art.</p> <ul style="list-style-type: none"> Choose one favorite original work of art and write a poem or story to describe the main idea or meaning of the work 	<p>Research twentieth-century artists who have incorporated symmetry as part of their work and then create a work of art, using bilateral or radial symmetry.</p> <ul style="list-style-type: none"> Write a one-page report or give a short presentation on a contemporary (twentieth century) artist who used symmetry. Create a bilateral or radial symmetric work in response to the research. 	<p>Identify and design icons, logos, and other graphic devices as symbols for ideas and information.</p> <ul style="list-style-type: none"> Define and differentiate between a representative image or figure (icon), a symbol that represents a business or company (logo), and a design used as a tool to direct or identify (graphic device). Design an original icon, logo or a graphic device.
5.3	<p>Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.</p> <ul style="list-style-type: none"> Examine works of art depicting people doing things and predict what may happen next using visual clues to support conclusions. 	<p>Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about an historical event.</p> <ul style="list-style-type: none"> Create a visual representation of a significant historical event from California’s history (diagram, map, timeline, illustration, model). 	<p>Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.</p> <ul style="list-style-type: none"> Research and report on the various types of products artists produce and how and why the products are used.
5.4	<p>Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people’s lives.</p> <ul style="list-style-type: none"> Describe how artists in many professions make or design objects used in everyday life and discuss the aesthetic value and function of the artists’ work. 	<p>Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.</p> <ul style="list-style-type: none"> Read a biography or story about an artist, summarize the reading; give a short report detailing the artist’s influence and reflection of the time period. 	