## PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS GRADE THREE DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Three.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual		
	They demonstrate independence.	
	They build strong content knowledge.	
	They respond to the varying demands of audience, task, purpose, and discipline.	
	They comprehend as well as critique.	
	They value evidence.	
	They use technology and digital media strategically and capably.	
	They come to understand other perspectives and cultures.	
OH: Fine Arts - Visual Arts: Enduring Understandings		
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.	
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.	
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.	
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.	
OH: Fine Arts - Visual Arts: Progress Points		
	Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.	
	Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.	
	Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.	
	Express personal responses to artistic works giving reasons for their interpretations and preferences.	
	Provide and use feedback to improve and refine their artworks.	
	OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)	
	Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.	
	Identify the relationships between and among selected elements and principles of art and design.	
	Use historical and cultural artworks to answer questions about daily life.	
	Recognize selected artists who contributed to the cultural heritages of the people of the United States.	
	Provide examples of how we encounter art and artists in everyday life.	
	Recognize and identify choices that give meaning to a personal work of art.	

OH: Fine Arts - Visual Arts: Producing/Performing (PR)		
	Demonstrate skill and expression in the use of art techniques and processes.	
	Use appropriate visual art vocabulary during artmaking processes.	
	Find and solve problems of personal relevance and interest when developing artmaking ideas.	
	Create artworks that demonstrate awareness of two- and three-dimensional space.	
	Show increasing attention to the nuances of elements and principles of design when creating personal works of art.	
	Collaborate with others to create a work of art that addresses an interdisciplinary theme.	
OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)		
	Examine and describe how art and design principles are used by artists to create visual effects.	
	Select an object and explain reasons why they think it is a work of art.	
	Compare and contrast their opinions of a work of art with those of their peers.	
	Identify artworks from their communities or regions and communicate how they reflect social influences and cultural tradi- tions.	
	Use feedback and self-assessment to improve the quality of personal artworks.	
	OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
	Explain their own ideas and understanding in light of the discussion.	
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

Notes:

National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington, D.C., 2010.