

**Bangor School Department
Grades 3-5 Visual Arts Standards**

A. *Disciplinary Literacy – Visual Arts:* Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and process.

A1. Artist’s Purpose

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.		
	<p>Purposes for making art: Telling a story: illustrations in picture books; art reproductions with narrative content Communicating emotion: facial expressions; use of line and color Beautifying functional objects: ceramics, textiles, and architecture Relationship to cultural traditions: various cultural references (i.e. <i>Downeast to Bangor</i> architecture unit, Chinese New Year Celebration) Personal expression: compare and contrast various artwork Communication of beliefs: compare and contrast various artwork</p>	<ul style="list-style-type: none"> • art appreciation—repeated exposure to reproductions of works of art and artifacts (ongoing in displays and during lessons throughout the year) • discussion of art works and artifacts during lessons 	<ul style="list-style-type: none"> • art appreciation—repeated exposure to reproductions of works of art and artifacts (ongoing in displays and during lessons throughout the year) • Discussion of art works and artifacts during lessons

A2. Elements of Art and Principles of Design

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students describe features of composition.		
a.	Describe <i>Elements of Art</i> : color, form, line, shape, space, texture, and value.		
	<p>Color: primary, secondary, intermediate; warm/cool; tints and shades/monochromatic Form: form variety including architectural Line: properties of line (contour, expression, movement); line variety, direction and width Shape: shape variety Space: positive/negative; figure/ground relationship;</p>	<ul style="list-style-type: none"> • drawing (still life/object drawing lesson emphasizing contour, texture, line) • painting (overlapping object lesson emphasizing tints & shades, warm & cool, positive & negative space) • sculpture unit (stabile, mobile, & relief) 	<ul style="list-style-type: none"> • drawing (radial design lesson emphasizing radial design, color, form) • painting (color wheel lesson emphasizing color concepts such as primary, secondary, tertiary, analogous, complementary) • sculpture (clay, color, form, texture, 3-D)

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	spatial relationships Texture: texture variety Value: value scale; lights and darks		
b.	Describe <i>Principles of Design</i> including balance, contrast, emphasis, movement, and pattern.		
	Balance: symmetry Contrast: contrast (light and dark) Pattern: pattern variety	<ul style="list-style-type: none"> • drawing (black and white pattern design lesson emphasizing contrast, pattern, shapes) • painting (still life lesson emphasizing color contrast, pattern contrast, point of emphasis) • sculpture (cut paper designs emphasizing balance, movement, pattern) 	<ul style="list-style-type: none"> • drawing (still life drawing emphasizing composition, contrast, point of emphasis) • painting (pop art/repeated subject paintings emphasizing balance, contrast, point of emphasis) • sculpture (folded paper quilts/reliefs emphasizing pattern, contrast and balance)

A3. Media, Tools, Techniques, and Processes

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and genres.		
	Art media and associated tools, techniques and processes: drawing, painting, printmaking, cut paper and clay; portrait, landscape, still life, and non-objective	<ul style="list-style-type: none"> • drawing (abstract/expressive multimedia project emphasizing layering, line, texture) • painting (watercolor resist landscapes emphasizing contrast, wash/brush techniques) • sculpture (free form/abstract found object sculpture with emphasis on balance, form, analogy, cold joining) 	<ul style="list-style-type: none"> • drawing & painting (multimedia project emphasizing techniques such as layering, mixing) • sculpture (journal/bookmaking project emphasizing collage, cut paper, relief, expression, texture, art appreciation/history.)

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B. Creation, Performance, Expression- Visual Art: Students create, express, and communicate through the art discipline.

B1. Media Skills

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students use a variety of media, tools, techniques, and processes to create original art works.		
	<p>Use of basic media, tools, and techniques in drawing, painting, printmaking, cut paper and clay</p>	<ul style="list-style-type: none"> • drawing (self portraits employing pencil, paint and/or collage emphasizing proportion, detail, expression) • painting (imaginary animals emphasizing pattern, color, and/or collage) • sculpture (multimedia sculpture emphasizing analogy, expression, form and balance) 	<ul style="list-style-type: none"> • drawing (nature/personal journaling emphasizing line quality, contour, artistic practice, observation) • painting (sketchbook/journaling, watercolor/mixed media painting emphasizing experimentation, expression, observation) • sculpture (maskmaking, pop-up books/pictures and sculptural books with emphasis on paper/materials manipulation and construction, expression)

B2. Composition Skills

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students use <i>Elements of Art and Principles of Design</i> to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.		
	<p>Color: choice and variety for expression including color mixing; primary, secondary, intermediate; warm/cool; tints and shades; monochromatic Form: form variety including architectural Line: properties of line (contour, expression, movement); line variety, direction and width Shape: shape variety Space: positive/negative; figure/ground relationship; spatial relationships Texture: texture variety</p>	<ul style="list-style-type: none"> • drawing (still life work emphasizing pattern, contour line, contrast, texture and form) • collage (cut paper still life or portraits emphasizing color, texture, pattern and contrast) • sculpture (wood/clay/found objects, sculptures emphasizing balance and form) 	<ul style="list-style-type: none"> • drawing (landscapes featuring perspective, space, emphasis) • painting (still life emphasizing form, color, contrast and pattern) • sculpture (wood/clay/found objects emphasizing form & balance)

	Value: value scale; lights and darks Balance: symmetry Contrast: contrast (light and dark) Pattern: pattern variety		
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B3. Making Meaning

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes.		
	Communicate ideas, feelings, and meanings: narrative; various genres (portraits, landscapes, still lifes); various artists' styles Demonstrate skill: craftsmanship and attention to detail; use of media and techniques as means to a finished product	<ul style="list-style-type: none"> drawing (poster lesson emphasizing composition, graphic design, contrast, messages and logos) drawing (bag/box/name designs emphasizing graphic design, color, form, lettering) 	<ul style="list-style-type: none"> drawing (poster lesson emphasizing composition, graphic design, contrast, messages and logos) drawing (bag/box/name designs emphasizing graphic design, color, form, lettering)

B4. Exhibition

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students help with the selection and preparation of art works for display in the classroom, school, or other community location.		
	Exhibition: School-wide displays of all students' artwork; community exhibitions of selected student artwork	<ul style="list-style-type: none"> design an exhibit as part of an art appreciation lesson (would do this if time and class sizes permitted but not possible at this time) 	<ul style="list-style-type: none"> design an exhibit as part of an art appreciation lesson would do this if time and class sizes permitted but not possible at this time.

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C. *Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.*
C1. *Application of Creative Process*

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students describe and apply steps of creative problem-solving.		
a.	Identify problem		
	Gather essential information through listening and questioning.	<ul style="list-style-type: none"> collage (create a recognizable creature using organic/geometric paper shapes emphasizing shape, contrast, color) sculpture (create an abstract wood sculpture emphasizing form, balance, analogy) 	<ul style="list-style-type: none"> collage/assemblage (origami boxes or animals used in collage) sculpture (create a found object/junk sculpture emphasizing form, balance, analogy, cold connections)
b.	Define problem.		
	Preparatory discussions with other students and teacher in order to restate problem.	<ul style="list-style-type: none"> collage (examine shapes and identify their possible use in creating a creature, considering contrast, texture, composition and shape) sculpture (sort through wood shapes to find a dynamic and pleasing combination, considering form, balance, analogy) 	<ul style="list-style-type: none"> collage (learn basic forms through step-by-step directions) sculpture (sort through and choose materials from a variety offered consider form, balance, analogy)
c.	Generate a variety of solutions.		
	In-process discussions with other students and teacher brainstorming and sharing discoveries	<ul style="list-style-type: none"> collage (arrange and rearrange the shapes to find a variety of solutions/compositions before choosing a final arrangement) sculpture (experiment with shapes and arrangements, trade old pieces for new ones) 	<ul style="list-style-type: none"> collage (create a background for collage and experiment with incorporating origami pieces checking for contrast and composition) sculpture (experiment with shapes, look for similarities/new uses of materials, trade old pieces for new ones)

d.	Implement solution(s).		
	Explore and experiment while creating artwork in response to problem.	<ul style="list-style-type: none"> • collage (finish creature by gluing shapes together) • sculpture (finish sculpture by gluing wooden pieces together, painting) 	<ul style="list-style-type: none"> • collage (finish and display) • sculpture (finish by assembling pieces with glue or wire)
e.	Evaluate solution(s).		
	Discussions at end-of-class share time, recognizing and respecting role of individual choices.	<ul style="list-style-type: none"> • collage (describe and name imaginary creature, display and share finished project) • sculpture (title and share sculptures with class, review and discuss concept of abstraction) 	<ul style="list-style-type: none"> • collage (mat and display, share with class) • sculpture (title and share sculpture with class, discuss methods and message)

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D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music theatre, and visual arts).

DI. Aesthetics and Criticism

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students describe and compare art forms.		
a.	Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u> .		
	View visual artwork and provide feedback through whole-group or individual discussions of art examples and reproductions.	<ul style="list-style-type: none"> art appreciation (students gain exposure through artist residencies, artist of the month, travelling art shows, book or slide presentations, bulletin board displays) 	<ul style="list-style-type: none"> art appreciation (students gain exposure through artist residencies, artist of the month, travelling art shows, book or slide presentations, bulletin board displays)
b.	Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.		
	View visual artwork and provide feedback through whole-group or individual discussions of art examples and reproductions.	art appreciation (question and answer time, journaling, artist residency, study or film, artist of the month presentation or bulletin board)	art appreciation (question and answer time, journaling, artist residency, study or film, artist of the month presentation or bulletin board)
c.	Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.		
	<p>Purposes for making art:</p> <p>Telling a story: illustrations in picture books; art reproductions with narrative content</p> <p>Communicating emotion: facial expressions; use of line and color</p> <p>Beautifying functional objects: ceramics, textiles, and architecture</p> <p>Relationship to cultural traditions: various cultural references (i.e. <i>Downeast to Bangor</i> architecture unit, Chinese New Year Celebration)</p> <p>Personal expression: compare and contrast various artwork; viewer response and artists' intent</p> <p>Communication of beliefs: compare and contrast various artwork; viewer response and artists' intent</p>	<ul style="list-style-type: none"> art history (Maine unit) drawing (Maine history drawings including Native American) paintings (Native American design paintings) sculpture (maskmaking, weaving) 	<ul style="list-style-type: none"> art history (study of styles, schools and genres) drawing (frakturs, coat of arms, crests or illuminated lettering) painting (theme-related cultural exploration) sculpture (maskmaking, metal embossing, museum projects)

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E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1. The Arts and History and World Cultures

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students explain that the visual/performing arts help people understand history and/or world cultures.		
	Identify the use of art in the traditions and celebrations of other cultures. Examine art from different time periods, styles, and cultures.	<ul style="list-style-type: none"> • drawing (cave art/Egyptian portraits/medieval arts) • painting (Asian ink painting/aboriginal painting/African fabric designs emphasizing pattern, color, texture, style) • sculpture (maskmaking/clay animals emphasizing style, form and technique) 	<ul style="list-style-type: none"> • drawing (fractures/illuminated lettering, ink painting) • painting (molas/Oaxacan animal project emphasizing color, pattern, contrast) • sculpture (mask/doll making, reliefs or jewelry emphasizing cultural meaning, techniques, style)

E2. The Arts and Other Disciplines

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students describe characteristics shared between and among the arts and other disciplines.		
	Art and Literature: bookmaking; illustrations Art and Science: figure; observational drawing Art and Math: patterns; symmetry Art and Social Studies: self, family, school, neighborhood, local community and state; geography; map skills; <i>Downeast to Bangor</i>	<ul style="list-style-type: none"> • art appreciation/art history (exposure through books, videos, reproductions, visiting artists, museum tours, bulletin boards and class discussions/presentations) • interdisciplinary experiences through school wide performances/presentations • integration with other disciplines as part of art lessons and experiences 	<ul style="list-style-type: none"> • art appreciation/art history (exposure through books, ideas, reproductions, visiting artists, museum tours, bulletin boards and class discussions/presentations) • interdisciplinary experiences through school wide performances/presentations • integration with other disciplines as part of art lessons and experiences

E3. Goal Setting

Performance Indicators & Descriptors			
Grade 3	Grade 4	Grade 5	
Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.			
Recognize that artwork reflects effort; including time spent on task, attention to detail, craftsmanship, teamwork and respect.	<ul style="list-style-type: none"> classroom rules & participation --(posted art rules, expectations, modeling of behavior, journaling/self assessment) 	<ul style="list-style-type: none"> classroom rules & participation --(posted art rules, expectations, modeling of behavior, journaling/self assessment) 	

E4. Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptors			
Grade 3	Grade 4	Grade 5	
Students describe the contribution of the arts on lifestyle and career choices.			
a.	Identify the various roles of, and requirements to become, artists.		
<p>Art Careers: Art Educators, Architects, Clay Artists, Fashion Designers, Graphic Designers, New Media Artists.</p> <p>Visitors: artists and educators.</p> <p>Requirements: appreciation and respect for creative efforts; disciplined study and commitment to refining skills.</p>	<ul style="list-style-type: none"> art appreciation/art history (exposure to information through visiting artists, videos and posters on art careers, traveling exhibitions) experimentation with the roles and work of artists through lessons, field trips 	<ul style="list-style-type: none"> art appreciation/art history (exposure to information through visiting artists, videos and posters on art careers, traveling exhibitions) experimentation with the roles and work of artists through lessons, field trips 	
b.	Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.		
Communication of ideas and feelings. Expansion of creativity and originality. Potential for social connections and community.	<ul style="list-style-type: none"> Demonstrate and emphasize artmaking reduces stress, provides outlet for expression, personal fulfillment & growth, development of appreciation of aesthetics 	<ul style="list-style-type: none"> Demonstrate and emphasize artmaking reduces stress, provides outlet for expression, personal fulfillment & growth, development of appreciation of aesthetics 	

E5. Interpersonal Skills

Performance Indicators & Descriptors			
	Grade 3	Grade 4	Grade 5
	Students identify and demonstrate the positive interpersonal skills, necessary to get along with others and participate in the arts.		
a.	Getting along with others		
	Respect for others and their work. Share materials and workspace.	<ul style="list-style-type: none"> • class participation and rules • sharing space and materials • helping others with work when needed 	<ul style="list-style-type: none"> • class participation and rules • sharing space and materials • helping others with work when needed
b.	Respecting differences		
	Understand and demonstrate an appreciation for the creative efforts of others.	<ul style="list-style-type: none"> • peer mentoring • conferencing/conflict resolution 	<ul style="list-style-type: none"> • peer mentoring • conferencing/conflict resolution
c.	Working as a team/ensemble		
	Share materials and workspace. Group projects. Respectful of individual roles in group dynamics.	<ul style="list-style-type: none"> • brainstorming • group project work • helping with art displays • set up and clean up of projects 	<ul style="list-style-type: none"> • brainstorming • group project work • helping with art displays • set up and clean up of projects
d.	Managing conflict		
	Take responsibility for own actions. Increase in independent problem solving.	<ul style="list-style-type: none"> • consistent classroom rules and consequences • modeling problem solving and behavior • positive reinforcement 	<ul style="list-style-type: none"> • consistent classroom rules and consequences • modeling problem solving and behavior • positive reinforcement
e.	Accepting/giving/using constructive feedback		
	In-process discussions with other students. Share time. Individual conferencing with teacher.	<ul style="list-style-type: none"> • conferencing • journals • critiquing 	<ul style="list-style-type: none"> • conferencing • journals • critiquing

f.	Accepting responsibility for personal behavior		
	Choose appropriate table-mates. Use materials appropriately.	<ul style="list-style-type: none"> • sharing materials and ideas • participating in set up and clean up of the room • proper use and care of materials and tools 	<ul style="list-style-type: none"> • sharing materials and ideas • participating in set up and clean up of the room • proper use and care of materials and tools
g.	Demonstrating ethical behavior		
	Accept consequences for inappropriate or unsafe behavior. Increase in self-monitoring.	<ul style="list-style-type: none"> • not copying others work • not cheating on tests • being considerate of others needs, ideas, time and feelings 	<ul style="list-style-type: none"> • not copying others work • not cheating on tests • being considerate of others needs, ideas, time and feelings
h.	Following established rules/etiquette for observing/listening to art		
	Respect other students' personal space and artwork, including artwork on display. Appropriate behavior in public spaces (museum field trips).	<ul style="list-style-type: none"> • class room rules • critiquing & class discussions 	<ul style="list-style-type: none"> • class room rules • critiquing & class discussions
i.	Demonstrating safe behavior		
	Use materials appropriately. Respect other students' personal space.	<ul style="list-style-type: none"> • proper use of tools, materials and space • non-violent behavior • respecting space and property of others 	<ul style="list-style-type: none"> • proper use of tools, materials and space • non-violent behavior • respecting space and property of others