

**Indiana Department of Education**  
**2011 Fine Arts Textbook Adoption Scoring Rubric**

**VISUAL ART GRADE 3**

*Visual Art for Kindergarten through Grade 3* is based on the Indiana Academic Standards for Visual Art. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

**Visual Art Grade 3 Checklist**

**Standard 1 – Understand art in relation to history and past and contemporary culture**

*Students discover connections between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They explore art and related work of individuals in the community, museums, and galleries.*

- \_\_\_ 3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- \_\_\_ 3.1.2 Speculate on the function or purpose of a work of art and make connections to culture.
- \_\_\_ 3.1.3 Identify themes and symbols in works of art from various cultures, ethnicities, and historical periods.
- \_\_\_ 3.1.4 Identify the roles of artists, docents, guards, technology experts, and curators at museums and galleries.
- \_\_\_ 3.1.5 Locate and discuss art present in the local community and beyond such as town monuments, architecture, stained glass, sculpture, murals, and advertisements.
- \_\_\_ 3.1.6 Visit local museums, exhibits, art performances, and experience visiting artists in the school.

**Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods**

*Students recognize representational, abstract, and nonobjective artwork and works of various artists. They utilize clues to determine the age of works and artifacts.*

- \_\_\_ 3.2.1 Recognize works of art from a variety of artists.
- \_\_\_ 3.2.2 Identify and distinguish between representational, abstract, and nonobjective works of art.

- \_\_\_ 3.2.3 Describe clues found in a work of art or artifact that determine if the work is old or new.

**Standard 3 – Describe, analyze, and interpret works of art and artifacts**

*Students use appropriate vocabulary to describe and analyze artwork, describing properties in works, constructing meaning, and supporting their opinions.*

- \_\_\_ 3.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate vocabulary.
- \_\_\_ 3.3.2 Construct meaning in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.

**Standard 4 – Theorize about art and make informed judgments**

*Students identify emotionalism in artwork and respond to works based on personal preference, considering perspectives of members of the art community.*

- \_\_\_ 3.4.1 Identify artwork made from the artist’s philosophy that art is at its best when it evokes strong emotions from viewers (emotionalism).
- \_\_\_ 3.4.2 Respond to art based on personal preferences and listen to other perspectives of members of the art community (historians, critics, philosophers, curators).

**Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art**

*Students discover personal meaning in works of art, recognizing that others’ responses may differ and that various cultures regard beauty and art in different ways.*

- \_\_\_ 3.5.1 Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance.
- \_\_\_ 3.5.2 Discuss questions about art and recognize that various cultures have different beliefs about beauty and art.

**Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision**

*Students create artwork based on personal ideas and experiences, demonstrating perceptual skills and using various symbols to communicate meaning. Work reveals a process of critique, reflection, and revision, application of self-assessment criteria, and mutual respect.*

- \_\_\_ 3.6.1 Demonstrate refined perceptual skills in the production of artwork.
- \_\_\_ 3.6.2 Create artwork that communicates personal ideas and experiences.
- \_\_\_ 3.6.3 Demonstrate ability to successfully generate a variety of symbols, then select and refine a symbol that communicates the idea.
- \_\_\_ 3.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- \_\_\_ 3.6.5 Identify and apply criteria for self-assessment of studio work such as craftsmanship, control of media, and communication of ideas.

\_\_\_ 3.6.6 Demonstrate respect for personal work and the work of others.

**Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes**

*Students apply the elements and principles and discriminate various lines, shapes, textures, colors, and space. They differentiate media and related visual characteristics and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.*

\_\_\_ 3.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in artwork that effectively communicates ideas.

\_\_\_ 3.7.2 Identify and discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary), and space (placement/overlapping/negative/positive/size), in own work and the works of others.

\_\_\_ 3.7.3 Identify differences between media and the physical characteristics of each medium.

\_\_\_ 3.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.

\_\_\_ 3.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

**Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas**

*Students compare concepts and ideas in visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.*

\_\_\_ 3.8.1 Identify and compare similar concepts or big ideas found in art and across disciplines (such as unity, diversity, and celebration).

\_\_\_ 3.8.2 Create artwork utilizing concepts, subject matter, or the sign systems of other disciplines.

\_\_\_ 3.8.3 Identify and compare similar concepts or principles found in visual art and other art forms.

\_\_\_ 3.8.4 Create an integrated work using concepts, processes, technology, and sign systems of more than one art form.