

**PRESCOTT UNIFIED SCHOOL DISTRICT**  
**Elementary ART District Instructional Guide**  
 Updated: October 25, 2017

<b>Grade Level:</b> 3rd Grade	<b>Subject:</b> Art	<b>Time:</b> All year	<b>Core Text:</b>
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Time	Unit/Topic	Standards	Assessments
1st Quarter	<ul style="list-style-type: none"> <li>● Drawing/Painting -all</li> <li>● Mixed media - TH &amp; LN, but not AJ</li> <li>● Printmaking Planned, but not able to work it in this quarter; will cover later in year</li> <li>● 3D - AJ</li> <li>● 2D Relief - LN &amp; TH</li> </ul>	<p><b>CREATING:</b></p> <p><b>Anchor Standard #1 Generate and conceptualize artistic ideas and work</b>  <b>VA.CR.1.3a:</b> Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.  <b>VA.CR.1.3b:</b> Investigate personal ideas through the art-making process.</p> <p><b>Anchor Standard #2 Organize and develop artistic ideas and work</b>  <b>VA.CR.2.3a:</b> Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures).  <b>VA.CR.2.3b:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p><b>Anchor Standard # 3 Refine and complete artistic work</b>  <b>VA.CR.3.3:</b> Elaborate visual information by adding details in an artwork.</p> <p><b>PRESENTING:</b></p> <p><b>Anchor Standard #4 Select, Analyze and Interpret artistic work for presentation</b>  <b>VA.PR.4.3:</b> investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet) for exhibiting artwork.</p> <p><b>Anchor Standard #5 Develop and refine artistic techniques and work for presentation</b>  <b>VA.PR.5.3:</b> Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center) and write an artist statement (such as a descriptive sentence).</p> <p><b>Anchor Standards #6 Convey meaning through the presentation of artistic work</b></p>	<p><b>Formative:</b> Observation of process</p> <p><b>Summative:</b> Project Rubrics</p> <p>School and community art shows</p> <p>Art critiques</p>

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		<p><b>VA.PR.6.3:</b> Identify and explain how and where different cultures record and illustrate stories and preserve history through art.</p> <p><b>RESPONDING:</b></p> <p><b>Anchor Standard #7 Perceive and analyze artistic work</b></p> <p><b>VA.RE.7.3a:</b> Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art.</p> <p><b>VA.RE.7.3b:</b> Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo).</p> <p><b>Anchor Standard #8 Interpret intent and meaning in artistic work</b></p> <p><b>VA.RE.8.3:</b> Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.</p> <p><b>Anchor Standard #9 Apply criteria to evaluate artistic work</b></p> <p><b>VA.RE.9.3:</b> Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation).</p> <p><b>CONNECTING:</b></p> <p><b>Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art</b></p> <p><b>VA.CN.10.3:</b> Develop a work of art based on observations of surroundings.</p> <p><b>Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p><b>VA.CN.11.3:</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made (such as using a t-chart to compare initial responses to those formed after study of the context)</p> <p><b>Literacy Standards:</b></p> <p><b>Anchor Standard Speaking and Listening</b></p> <p><b>L.3.3a. Choose words and phrases for effect</b></p> <p><b>Technology Standards:</b></p>	
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		<p style="text-align: center;">3.1.3.PO1: Examine patterns and identify trends to generate questions.</p>	
<p>2nd Quarter</p>	<p>Drawing/Painting  Mixed media  Printmaking  3D</p>	<p><b>CREATING:</b>  <b>Anchor Standard #1 Generate and conceptualize artistic ideas and work</b>  <b>VA.CR.1.3b:</b> Investigate personal ideas through the art-making process.  <b>Anchor Standard #2 Organize and develop artistic ideas and work</b>  <b>VA.CR.2.3a:</b> Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures).  <b>VA.CR.2.3b:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.  <b>Anchor Standard # 3 Refine and complete artistic work</b>  <b>VA.CR.3.3:</b> Elaborate visual information by adding details in an artwork.</p> <p><b>PRESENTING:</b>  <b>Anchor Standard #4 Select, Analyze and Interpret artistic work for presentation</b>  <b>VA.PR.4.3:</b> investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet) for exhibiting artwork.  <b>Anchor Standard #5 Develop and refine artistic techniques and work for presentation</b>  <b>VA.PR.5.3:</b> Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center) and write an artist statement (such as a descriptive sentence).</p> <p><b>RESPONDING:</b>  <b>Anchor Standard #7 Perceive and analyze artistic work</b>  <b>VA.RE.7.3a:</b> Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art.  <b>Anchor Standard #8 Interpret intent and meaning in artistic work</b>  <b>VA.RE.8.3:</b> Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.</p>	<p><b>Formative:</b>  Observation of process</p> <p><b>Summative:</b>  Project Rubrics</p> <p>School and community art shows</p> <p>Art critiques</p>

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		<p><b>Anchor Standard #9 Apply criteria to evaluate artistic work</b>  <b>VA.RE.9.3:</b> Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation).</p> <p><b>CONNECTING:</b>  <b>Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>  <b>VA.CN.11.3:</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made (such as using a t-chart to compare initial responses to those formed after study of the context)</p> <p><b>Literacy Standards:</b>  <b>Anchor Standard Speaking and Listening</b>  <b>L.3.3a. Choose words and phrases for effect</b></p> <p><b>Technology Standards:</b>  3.1.3.PO1: Examine patterns and identify trends to generate questions.</p>	
3rd Quarter	Drawing/Painting Mixed media Printmaking 3D	<p><b>CREATING:</b>  <b>Anchor Standard #1 Generate and conceptualize artistic ideas and work</b>  <b>VA.CR.1.3b:</b> Investigate personal ideas through the art-making process.  <b>Anchor Standard #2 Organize and develop artistic ideas and work</b>  <b>VA.CR.2.3a:</b> Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures).  <b>VA.CR.2.3b:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.  <b>Anchor Standard # 3 Refine and complete artistic work</b>  <b>VA.CR.3.3:</b> Elaborate visual information by adding details in an artwork.</p> <p><b>PRESENTING:</b>  <b>Anchor Standards #6 Convey meaning through the presentation of artistic work</b>  <b>VA.PR.6.3:</b> Identify and explain how and where different cultures record</p>	<p><b>Formative:</b>  Observation of process</p> <p><b>Summative:</b>  Project Rubrics</p> <p>School and community art shows</p> <p>Art critiques</p>

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		<p style="text-align: center;">and illustrate stories and preserve history through art.</p> <p><b>RESPONDING:</b>  <b>Anchor Standard #7 Perceive and analyze artistic work</b>  <b>VA.RE.7.3a:</b> Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art.</p> <p><b>Anchor Standard #8 Interpret intent and meaning in artistic work</b>  <b>VA.RE.8.3:</b> Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.</p> <p><b>Anchor Standard #9 Apply criteria to evaluate artistic work</b>  <b>VA.RE.9.3:</b> Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation).</p> <p><b>CONNECTING:</b>  <b>Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>  <b>VA.CN.11.3:</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made (such as using a t-chart to compare initial responses to those formed after study of the context)</p> <p><b>Literacy Standards:</b>  <b>Anchor Standard Speaking and Listening</b>  <b>L.3.3a. Choose words and phrases for effect</b></p> <p><b>Technology Standards:</b>  3.1.3.PO1: Examine patterns and identify trends to generate questions.</p>	
4th Quarter	Drawing/Painting Mixed media Printmaking 3D	<p><b>CREATING:</b>  <b>Anchor Standard #1 Generate and conceptualize artistic ideas and work</b>  <b>VA.CR.1.3b:</b> Investigate personal ideas through the art-making process.  <b>Anchor Standard #2 Organize and develop artistic ideas and work</b></p>	<p><b>Formative:</b> Observation of process</p> <p><b>Summative:</b></p>

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		<p><b>VA.CR.2.3a:</b> Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures).</p> <p><b>VA.CR.2.3b:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p><b>Anchor Standard # 3 Refine and complete artistic work</b></p> <p><b>VA.CR.3.3:</b> Elaborate visual information by adding details in an artwork.</p> <p><b>RESPONDING:</b></p> <p><b>Anchor Standard #7 Perceive and analyze artistic work</b></p> <p><b>VA.RE.7.3a:</b> Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art.</p> <p><b>Anchor Standard #8 Interpret intent and meaning in artistic work</b></p> <p><b>VA.RE.8.3:</b> Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.</p> <p><b>Anchor Standard #9 Apply criteria to evaluate artistic work</b></p> <p><b>VA.RE.9.3:</b> Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation).</p> <p><b>CONNECTING:</b></p> <p><b>Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p><b>VA.CN.11.3:</b> Recognize that responses to art change depending on knowledge of the time and place in which it was made (such as using a t-chart to compare initial responses to those formed after study of the context)</p> <p><b>Literacy Standards:</b></p> <p><b>Anchor Standard Speaking and Listening</b></p> <p><b>L.3.3a. Choose words and phrases for effect</b></p> <p><b>Technology Standards:</b></p> <p>3.1.3.PO1: Examine patterns and identify trends to generate questions.</p>	<p>Project Rubrics</p> <p>School and community art shows</p> <p>Art critiques</p>
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