

Roanoke County Schools * Third Grade Art Curriculum

Visual Arts Standards of Learning

The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self assessment. Students will investigate the integral role of art and architecture within ancient cultures. Students will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artist to solve visual problems.
- 3.2 The student will use various art processes and techniques to produce works of art.
- 3.3 The student will develop art ideas from alternative sources, including print, non-print, and technology.
- 3.4 The student will identify and use:
 1. intermediate colors.
 2. warm and cool colors.
 3. positive and negative space.
 4. balance--symmetry and asymmetry.
 5. pattern.
- 3.5 The student will compare and contrast organic and geometric shapes in works of art.
- 3.6 The student will create a work of art based upon interpretation of sensory experiences.
- 3.7 The student will create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts.
- 3.8 The student will create the illusion of depth on a two-dimensional surface using overlapping, size variation and placement in the picture plane.

- 3.9 The student will identify and use foreground, middle ground and background in two-dimensional works of art.
- 3.10 The student will identify architectural forms that are variations of the cube, cylinder, sphere, pyramid and cone.
- 3.11 The student will produce a work of art that communicates feelings.
- 3.12 The student will create a work of art in clay using the coil building process.

Cultural Context and Art History

- 3.13 The student will discuss how history, culture, and visual arts influence each other.
- 3.14 The student will identify distinguishing characteristics of landscape, seascape, and cityscape.
- 3.15 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.
- 3.16 The student will identify works of art that reflect times, places, and cultures.
- 3.17 The student will explain the role of archaeology in learning about the art of past cultures.

Judgment and Criticism

- 3.18 The student will discuss why works of art have been interpreted in different ways throughout history.
- 3.19 The student will describe the problem solving process involved in producing personal works of art using appropriate art vocabulary.
- 3.20 The student will discuss the difference between art and artifacts using appropriate art vocabulary.
- 3.21 The student will categorize works of art by subject matter, including portrait, landscape, still life and narrative.
- 3.22 The student will analyze works of art for the use of:
 - 1. rhythm.
 - 2. balance--symmetry and asymmetry.

3. spatial relationships--overlapping, size, proportion and placement.

Aesthetics

- 3.23 The student will discuss how criteria used to value art varies from one culture to another.
- 3.24 The student will examine the relationship between beauty and function in the artifacts of a culture.
- 3.25 The student will identify common attributes in works of art produced by artists within one culture.
- 3.26 The student will develop and describe personal reasons for valuing works of art.

The following SOL requirements have been adopted by Roanoke County Schools for use in addition to those previously listed.

- 3.27 RC The student will safely use tools and materials in art.
- 3.28 RC The student will properly use and care for art materials.
- 3.29 RC The student will expand his knowledge of art vocabulary.
- 3.30 RC The student will demonstrate skills and processes necessary for drawing, painting, printmaking, sculpture, crafts, ceramics and commercial art commensurate with his developmental level.

Preface

Goals: Visual Communication and Production

Objectives

- 3.2 The student will use various art processes and techniques to produce works of art.
- 3.27 RC The student will safely use tools and materials in art.
- 3.28 RC The student will properly use and care for the materials.
- 3.29 RC The student will expand his knowledge of art vocabulary.
- 3.30 RC The student will demonstrate skills and processes necessary for drawing, painting, printmaking, sculpture, crafts, ceramics and commercial art commensurate with his developmental level.

Instructional Strategies:

The objectives listed above are to be addressed throughout the Third Grade Art Program. Appropriate terminology for all concepts, media and processes is essential to the child's understanding of art.

Safety is a vital part of any art experience. Students must be aware of the safe operation of tools and the safe handling of materials to provide a productive art environment. Demonstrations and guidance will be provided throughout each unit to insure that students properly use and care for materials and tools.

Students will use computers, art prints, books and art text as resources for learning about artists and their work whenever applicable. References made to Roanoke County's third grade Art textbook *Portfolios* by Robyn Montana Turner are in parentheses throughout the units.

The exploration through inquiry that is stressed in the third grade Art Standards of Learning encourages the use of many different artistic forms. Students should be given creative experiences in a variety of media including painting, drawing, sculpture, printmaking, crafts, ceramics and commercial art, throughout the year to meet these goals.

Instructional Unit One

Goal: Visual Communication and Production

Objective:

- 3.1 The student will identify innovative solutions used by artists to solve visual problems.

State Core SOL Correlation: None

Instructional Strategies:

Show students different examples of artistic creations that have similar subject matter but that are very different in style and subject, such as Georges Seurat's "A Sunday on La Grande Jatte" and Paul Klee's "Park near Lucerne" (Unit 1, page 17). Encourage students through discussion to brainstorm how an artist might approach a problem similar to the ones shown in the examples.

Suggested Student Activities:

1. Create a park scene.
2. Create a portrait of someone based on ideas derived from the style of Roualt's "Clown" and Da Vinci's "Mona Lisa".
3. Create a picture of a wild animal inspired by the differences in style of Reuben's "Lion", Durer's "Rhinoceros", and Rufino Tamayo's "Lion and Horse" (Unit 4, Lesson 10, page 69).

Assessment:

The student will be assessed on his ability to identify innovative solutions through:

1. identifying innovative solutions to visual problems in similar works.
2. creating a work of art based on the exploration of innovative approaches by famous artists.
3. critique of student work.
- 4, displaying student work.

Instructional Unit Two

Goal: Visual Communication and Production, Judgment and Criticism

Objectives:

- 3.8 The student will create the illusion of depth on a two-dimensional surface using overlapping, size variations and placement in the picture plane.

State Core SOL Correlation: None

- 3.9 The student will identify and use foreground, middle ground and background in two-dimensional works of art.

State Core SOL Correlation: None

- 3.22-3 The student will analyze works of art for the use of spatial relationships - overlapping, size, proportion and placement.

State Core SOL Correlation: None

Instructional Strategies:

Using several examples from famous art works such as Beverly Buchanan's "St. Simons" (Unit 5, Lesson 15, page 104), explain foreground, middle ground and background. Demonstrate and explain the concepts of overlapping, placement and size variations in creating depth in a work of art.

Suggested Student Activities:

1. Create a construction paper collage using geometric and organic shapes.
2. Create a landscape that portrays the grounds of a picture.
3. Create an underwater scene that shows the grounds, overlapping, size and placement to create depth.

Assessment:

The students will be assessed on their ability to illustrate depth by using overlapping, foreground, background and appropriate size and proportion through:

1. identification of overlapping, foreground, middle ground and background.
2. production of artwork utilizing the concept of overlapping size and placement to create depth.
3. critique of student work.
4. displaying student work.

Instructional Unit Three

Goal: Visual Communication and Production

Objective:

3.4 The student will identify and use intermediate colors.

State Core SOL Correlation: None

Instructional Strategies:

Demonstrate how to mix intermediate colors. Refer to the color wheel and previously learned primary and secondary colors.

Suggested Student Activities:

1. Paint a landscape with intermediate colors as a color scheme (Unit 2, Lesson 4, page 26).
2. Paint a still-life puzzle (Unit 2, Lesson 5, page 31).

Assessment:

The students will be assessed on their ability to distinguish, mix and use intermediate colors through:

1. identification of intermediate colors.
2. production of intermediate colors.
3. critique of student work.
4. displaying student work.

Instructional Unit Four

Goal: Cultural Context, Art History, Judgment and Criticism

Objectives:

3.14 The student will identify distinguishing characteristics of landscape, seascape and cityscape.

State Core SOL Correlation: None

3.21 The student will categorize works of art by subject matter, including portrait, landscape, still life and narrative.

State Core SOL Correlation: None

Instructional Strategies:

Display slides, reproductions or transparencies. Define the appropriate art terms as you discuss the artwork. Help students categorize the artwork as landscape, seascape, cityscape, portrait, narrative and still life. Give students the opportunity to classify artwork using reproductions or class artwork.

Suggested Student Activities:

1. Create a categorized file artwork.
2. Create a collage of artwork (cut out pictures from periodicals) by category. Divide the class into small groups and give one category to each group.
3. Create a 3"x6" painting of each category.

Assessment:

The student will be assessed on his ability to classify works of art through:

1. identification of different categories of art.
2. discussion and production of art from various categories of art.
3. critique of student work.
4. displaying student work.

Instructional Unit Five

Goal: Visual Communication and Production

Objectives:

3.11 The student will produce a work of art that communicates feelings.

State Core SOL Correlation: None

3.4-2 The student will identify and use warm and cool colors.

State Core SOL Correlation: None

Instructional Strategies:

Display examples of artwork (transparencies, prints or slides) that contain different color schemes and convey a mood (Unit 2, Lesson 4, page 24). The teacher will discuss warm and cool colors and their relationship to feelings and emotions. Give several examples.

Suggested Student Activities:

1. Have students draw the same picture twice. Subject matter could be a landscape, a flower, an animal, a vase with flowers, etc. Paint one picture with warm colors and the second with cool colors.
2. Choose a word that deals with feelings and illustrate it, using color schemes that are appropriate to the emotion (happy-warm colors: red, yellow, orange).

Assessment:

The students will be assessed on their ability to distinguish between warm and cool colors and the emotions they express through:

1. identification of warm and cool colors and the emotions they express.
2. production of artwork using warm or cool colors depicting emotions expressed by chosen colors.
3. critique of student work.
4. displaying student work.

Instructional Unit Six

Goal: Visual Communication and Production

Objective:

3.12 The student will create a work of art in clay using the coil-building process.

State Core SOL Correlation: Math [3.24](#), [3.25](#)

Instructional Strategies:

Review vocabulary: kiln, fire, wedge, scoring, joining, slip and coil. Show how to join clay by scoring and slipping coils together. Review drying times and the firing process.

Suggested Student Activities:

1. Discuss Native American pottery and have students create a clay bowl.
2. Discuss Greek pottery and have students create a vase.
3. Create a real or imaginary animal (Unit 3, Lesson 8, page 53).

Assessment:

The students will be assessed on their ability to produce a clay project from the coil method by:

1. recognition of the steps of coil construction.
2. production of a clay artwork by the coil method.
3. critique of student work.
4. displaying student work.

Instructional Unit Seven

Goal: Cultural Context and Art History

Objectives:

3.13 The student will discuss how history, culture, and the visual arts influence each other.

State Core SOL Correlation: Science [3.1](#), [3.3](#)

3.23 The student will discuss how criteria used to value art vary from one culture to another.

State Core SOL Correlation: None

Instructional Strategies:

Show examples of artwork or architecture from one or more cultures that relate to beliefs and cultural attitudes held by that group of people. This may include how cultures changed over a period of time. Discuss the historical events or cultural beliefs that influenced the artwork.

Suggested Student Activities:

1. Draw a human figure or stand up bust in the style of Greece and Rome.
2. Compare pottery of Greeks to that of Mexicans or Native Americans (Anasazie: tribe decorated interior of bowl). Create a clay bowl (draped or pinch pot). Decorate it (sgraffito or by carving into the clay) with symbols which reflect your culture and personality.
3. Compare masks of Greeks to the masks of Africans or Native Americans. Create a papier-mache mask.

Assessment:

The students will be assessed on their ability to understand that history, culture and the visual arts influence each other and that criteria valuing art can change from one culture and time period to another through:

1. explanation of the identification of differences in cultural style.
2. choosing a style discussed and creating artwork that represents that style.
3. critique of student work.
4. displaying student work.

Instructional Unit Eight

Goal: Visual Communication and Production, Aesthetics

Objectives:

3.7 The student will create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts.

State Core SOL Correlation: None

3.24 The student will examine the relationships between beauty and function in the artifacts of a culture.

State Core SOL Correlation: None

Instructional Strategies:

Using art prints, reproductions or transparencies discuss artifacts from ancient Greece and Rome. Discuss how the ancient civilizations loved beauty and incorporated it in their everyday lives so that even the smallest objects were beautifully designed.

Suggested Student Activities:

1. Create crayon resist or papier-mache Greek pottery emphasizing symmetry and red/ black figure.
2. Create Greek Theater Masks.
3. Create a Roman coin from clay and foil.

Assessment:

The students will be assessed on their ability to identify and produce artwork based on functional artifacts from Greece and Rome through:

1. identification of functional objects that were common in Greek and Roman culture.
2. create artwork based on functional artifacts of the Greco-Roman culture.
3. critique of student work.
4. displaying student work.

Instructional Unit Nine

Goal: Visual Communication and Production

Objective:

3.4-3 The student will identify and use positive and negative space.

State Core SOL Correlation: None

Instructional Strategies:

Discuss positive and negative space. Have the students point out positives and negatives in prints or transparencies of famous artwork. Demonstrate cutting of simple positive shape from folded edge of one sheet of paper. Glue the negative shape that is left over onto another (contrasting color) sheet of paper. Next, glue the positive shape in the center of the other side. Have students identify the positive and negative spaces on each side of the paper.

Suggested Student Activities:

1. Create a positive shape pattern using stencils and colored chalk.
2. Create a sculpture form with found objects (cans, cardboard tubes, scrap paper, styrofoam, wire...), (Unit 3, page 45).
3. Clay Animals (Unit 3, Lesson 8, page 50).
4. Cut paper design (Unit 5, page 109).

Assessment:

The students will be assessed on their ability to identify and create positive and negative space in artwork through:

1. identification of positive and negative design.
2. production of positive and negative design.
3. critique of student work.
4. displaying student work.

Instructional Unit Ten

Goal: Visual Communication and Production

Objective:

3.4-4 The student will identify and use balance-symmetry and asymmetry.

State Core SOL Correlation: None

Instructional Strategies:

Discuss balance (refer to Unit 1, Lesson 3, page 10). Using a student as a model, show symmetrical balance by having the student stand with arms by his/her side. To show asymmetrical balance, have the student stand with one arm extended away from the student's side. Show reproductions of artwork which demonstrates symmetrical or asymmetrical balance. Explain how color, line and size affect balance in a composition.

Suggested Student Activities:

1. Create a mobile, using interlocking shapes which has asymmetrical balance.
2. Create a two- dimensional symmetrical or asymmetrical design using a variety of lines, shapes, textures and colors (Unit 1, page 21).

Assessment:

The students will be assessed on their ability to understand the differences between symmetrical and asymmetrical balance through:

1. identification of symmetrical and asymmetrical balance.
2. production of art works with symmetrical and asymmetrical balance.
3. critique of student work.
4. displaying student work.

Instructional Unit Eleven

Goal: Aesthetics

Objective:

3.26 The student will develop and describe personal reasons for valuing works of art.

State Core SOL Correlation: None

Instructional Strategies:

Discuss what makes people stand out as individuals within the class. Examples could be likes and dislikes, memories of people, places, smells, sounds and experiences. Display several art prints or transparencies. Have the students choose one print and give a personal reason for liking or disliking it.

Suggested Student Activities:

1. Write a paragraph explaining why you like or dislike a work of art giving a personal experience or choice as the reason.
2. Using the art reproductions from Unit 1, Lesson 1 of Portfolios 3, discuss public events that the students may have attended. Examples could be a circus, fair, picnic, parade, Fourth of July, etc. Have the students remember something from that event such as a sound, smell, taste or feeling and paint a composition about each. Create a composition in collage using parts of each painting.
3. Present oral reports to the class about why they like the work of a certain artist or why they have personal connections with a work of art.

Assessment:

The student will be assessed on his ability to express personal reasons for valuing works of art through:

1. orally explaining his/ her reasons for liking or disliking a piece of art.
2. writing a paragraph describing experiences that connect the work of art to his life.
3. creating works of art that are a representation of a life experience.
4. critique of student work.

Instructional Unit Twelve

Goal: Visual Communication and Production

Objective:

3.4-5 The student will identify and use pattern.

State Core SOL Correlation: None

Instructional Strategies:

Display works of art that have different patterns (tessellations, quilts, Panama Mola Patterns, Laurel Burch's cats, Mexican Oaxaca Sculptures or Indian pottery). Discuss pattern as a part of the principles of design. Point out the use of repeating pattern in student's clothing. Discuss vocabulary terms: pattern, repeat, rhythm and design.

Suggested Student Activities:

1. Using stamps made from erasers have students create different patterns schemes using different colors of ink.
2. Create two small printing plates and print them in a pattern on a large sheet of paper.
3. Create a sequence pattern by cutting and pasting shapes onto a larger paper.
4. Create a patterned cat in the style of Laurel Burch.
5. Create a patterned stuffed fish.
6. Create a paper-mache Mexican Oaxaca Animal.
7. Create a mola.
8. Draw a Greek Stymphalian bird. Fill with pattern and color.

Assessment:

The students will be assessed on their ability to create an alternating pattern through:

1. identification of alternating pattern.
2. production of alternating pattern utilizing two or more shapes.
3. critique of student work.
4. displaying student work.

Instructional Unit Thirteen

Goals: Aesthetics

Objective:

3.25 The student will identify common attributes in works of art produced by artists within one culture.

State Core SOL Correlation: None

Instructional Strategies:

Show several prints or transparencies from different artists that share the same culture (Hispanic, Oriental, African). Explain the traits that make these pictures similar. Color, theme, style and subject should be discussed.

Suggested Student Activities:

1. Create a mural in the Hispanic style.
2. Create a watercolor of bamboo in the oriental style.
3. Create a mask that reflects features from African masks.

Assessment:

The students will be assessed on the ability to identify common attributes in works of art in one culture through:

1. creation of an artwork similar in identification of elements of one style from one culture.
2. style and materials to a chosen style.
3. critique of student work.
4. displaying student work.

Instructional Unit Fourteen

Goal: Cultural Context and Art History, Judgment and Criticism

Objectives:

3.16 The student will identify works of art that reflect times, places and cultures.

State Core SOL Correlation: Math [3.18](#)

3.17 The student will explain the role of archaeology in learning about the art of past cultures.

State Core SOL Correlation: Math [3.20](#)

3.20 The student will discuss the difference between art and artifacts using appropriate art vocabulary.

State Core SOL Correlation: None

Instructional Strategies:

Discuss with students the role of archaeology in the study of ancient cultures. In third grade Rome and Greece are appropriate choices for discussion and exploration, so that correlation can be made with Virginia SOL's in Social Studies. Explain the fact that many things from their cultures are used in our culture today. Display prints of either Greek Pottery or mosaic from Pompeii.

Suggested Student Activities:

1. Make a paper mosaic.
2. Make a symmetrical vase from paper, paper mache or clay, using the vases from ancient Greece as inspiration.
3. Create Native American designs (Unit 1, Lesson 3, page 12).

Assessment:

The students will be assessed on the role of archaeology in the study of past cultures and be able to identify art from artifact through:

1. identifying the terms art, artifact and archaeologist.
2. production of a work of art that resembles artwork that has been discovered by archaeologists.
3. critique of student work.
4. displaying student work.

Instructional Unit Fifteen

Goal: Cultural Context and Art History

Objective:

- 3.14 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.

State Core SOL Correlation: None

Instructional Strategies:

Display several examples of architecture: Parthenon, Pantheon, Great Pyramid. Point out the following vocabulary terms: pediment, Ionic, Doric, Corinthian, Column, Dome, Arch. Discuss the distinguishing characteristics of each style, and then display examples of local or famous American buildings that are clearly influenced by the ancient styles.

Suggested Student Activities:

1. Build a model building using milk cartons, small boxes and construction paper.
2. Create a column with unique details using tissue rolls and paper-mache.
3. Using triangular paper create a design for a pediment.
4. Draw a Greek or Roman temple.

Assessment:

The students will be assessed on their ability to compare and contrast ancient cultures through:

1. identifying the different contributions of Egyptian, Greek and Roman architecture.
2. production of a work of art with architectural influences.
3. critique of student work.
4. displaying student work.

Instructional Unit Sixteen

Goal: Visual Communication and Production

Objective:

3.22-1 The student will analyze works of art for the use of rhythm.

State Core SOL Correlation: None

Instructional Strategies:

Display works of art that have pronounced use of rhythm (Unit 1, page 17). Discuss vocabulary terms: rhythm, repetition, movement. Discuss how rhythm affects the viewing of artwork. Explain the difference between regular and irregular rhythm in paintings such as Paul Klee's "Park Near Lucerne" or in sculpture (Unit 3, Lesson 7, page 49).

Suggested Student Activities:

1. Create a gadget print using machine parts that display regular or irregular rhythm (Unit 2, page 40).
2. Using construction paper shapes, construct a collage that shows regular or irregular rhythm.
3. Make two printing plates of animals. Use the printing plates to create two prints; one that displays regular and one that displays irregular rhythm (Unit 2, Lesson 6, page 35).

Assessment:

The students will be assessed on their ability to analyze artwork for rhythm through:

1. identifying the type of rhythm used in an artwork.
2. creating an artwork that displays rhythm.
3. critique of student work.
4. displaying student work.

Instructional Unit Seventeen

Goal: Visual Communication and Production

Objective:

- 3.6 The student will create a work of art based upon interpretation of sensory experiences.

State Core SOL Correlation: Math [3.14](#), [3.18](#)

Instructional Strategies:

Create a situation in which students experience a sensory event (Transparency 3-24). The student will be asked to feel something they cannot see: or smell something, or taste something..., or hear something. From this experience they will be asked to make an artwork that represents their sensory experience and discuss vocabulary words: visual, tactile.

Suggested Student Strategies:

1. Create an artwork based on music.
2. Create a painting based on the feel of something in a brown paper bag.
3. Create a geometric shape sculpture based on the smell of a perfume.
4. Using fruit pieces, have the students create a colorful gadget print based on the taste they experience.

Assessment:

The students will be assessed on their ability to create an artwork based on their senses through:

1. identification of the senses.
2. production of an art work based on experiences with the senses.
3. critique of student work.
4. displaying student work.

Instructional Unit Eighteen

Goal: Visual Production and Communication

Objective:

- 3.3 The student will develop art ideas from alternative sources including print, non-print and technology.

State Core SOL Correlation: History and Social Science [3.1](#), [3.2](#), [3.3](#),
Math [3.16](#), Science [3.4](#), [3.6](#)

Instructional Strategies:

Display artwork that is based on the illustration of a story or an idea. Discuss the paintings and ask the students why they think they were painted. Explain the stories or history behind the paintings. Use prints that have recognizable subjects as well as prints by artists that were produced by experimentation.

Suggested Student Activities:

1. Illustrate a story, myth or folk tale.
2. Illustrate a song that the teacher plays in class.

Assessment:

The students will be assessed on their ability to identify that art may be inspired by many different sources through:

1. verbally identifying non-traditional sources of inspiration used in creating an artwork.
2. creation of an artwork based on a non-traditional source.
3. displaying student work.

Instructional Unit Nineteen

Goal: Judgment and Criticism

Objective:

3.19 The student will describe the problem solving process involved in production of personal works of art.

State Core SOL Correlation: None

Instructional Strategies:

Ask students how they decide what they would like to draw or paint. Write down their answers on the board. Then ask the class to decide what would be the steps involved. Put them in order on the board. Point out the decision making process for each step. Review each step with the class as if you were doing a project, naming each level. Refer to Unit 1 in Portfolio 3. Discuss the following terms: sketch, critique, decision, plan, model, refine.

Suggested Student Activities:

1. Create an artwork and record the stages of the problem solving model.
2. Create a plan for an animal house (Unit 4, Lesson 12, page 77).
3. In a group create a mural.

Assessment:

The students will be assessed on their ability to describe the problem solving process in art production through:

1. identification of the stages of the problem solving process.
2. creation of an artwork where all forms of planning are labeled.
3. critique of student work.
4. displaying student work.

Instructional Unit Twenty

Goal: Visual Communication and Production

Objective:

- 3.5 The student will compare and contrast organic and geometric shapes in works of art.

State Core SOL Correlation: None

Instructional Strategies:

Discuss with the class the differences between organic and geometric shapes. Show Matisse's work "Beasts of the Sea" or Kandinsky's "Reciproque". Help the class categorize the shapes into two lists. Display reproductions of several famous works of art and ask the class to point out organic and geometric shapes within the pieces.

Suggested Student Activities:

1. Create stencils of geometric and organic shapes. Using the stencils create an artwork.
2. Draw large geometric and organic shapes on cardboard. Cut them out and paint them in bright patterns or mixed colors. Display as a group.
3. Cut one organic and one geometric shape out of a 9x12 sheet of construction paper. Using two sheets of construction paper create an op-art weaving. Glue the paper with cut out shapes to the front of the weaving.

Assessment:

The students will be assessed on their ability to compare and contrast identified organic and geometric shapes through:

1. identification of organic and geometric shapes in verbal discussion.
2. creation of art works based on geometric and organic shapes.
3. critique of student work.
4. displaying student work.

Instructional Unit Twenty-One

Goal: Judgment and Criticism

Objective:

- 3.18 The student will discuss why works of art have been interpreted in different ways throughout history.

State Core SOL Correlation: Science [3.3](#)

Instructional Strategies:

Display prints of artifacts that have been mysteries in the past, such as: Rosetta Stone, Stonehenge, Hieroglyphics, Native American rock paintings, Pyramids, cave paintings of Europe, Native American pictographs, Aztec calendar. Explain to the class that these items were once thought to be one thing but have been proven through scientific study to be something entirely different. Example - hieroglyphics were at one time just thought to be decorations. Explain that sometimes the values of one culture are not appreciated or understood by another culture.

Suggested Student Activities:

1. Create a sand painting based on a pictograph the student develops after studying Native American symbols.
2. Create a mural in the style of the Cave Painters of Europe.
3. Create an Egyptian scroll decorated with symbols from ancient Egypt and hieroglyphics.

Assessment:

The students will be assessed on their ability to discuss why works of art have been interpreted differently throughout history through:

1. writing a paragraph about one artwork or type of artwork that has been interpreted differently over time.
2. verbally explaining how a people's culture can affect how they view works of art from another culture.
3. creation of an artwork.
4. critique of student work.
5. displaying student work.