

Grade 3 Art TEKS Discovery

TEKS Strand	Expectations
<p>Foundations: observation & perception Third graders develop and expand visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p>	<p>Third graders are expected to explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; use appropriate vocabulary when discussing the Elements of Art, including line, shape, color, texture, form, space, and value, and the Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and discuss the Elements of Art as building blocks and the Principles of Design as organizers of works of art.</p>
<p>Creative Expression Third graders communicate ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p>	<p>Third graders are expected to integrate ideas drawn from life experiences to create original works of art; create compositions using the Elements of Art and Principles of Design; and produce drawings, paintings, prints, sculpture, including modeled forms, and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery, using a variety of materials.</p>
<p>Historical and cultural relevance Third graders demonstrate an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p>	<p>Third graders are expected to identify simple main ideas expressed in art works from various times and places; compare and contrast art works created by historical and contemporary men and women, making connections to various cultures; connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and investigate visual art concepts' connections to other disciplines.</p>
<p>Critical evaluation and response Third graders respond to and analyze the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>Third graders are expected to evaluate the Elements of Art, Principles of Design, or expressive qualities in artworks of self, peers, and historical and contemporary artists; use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self-assessment or exhibition.</p>
<p>Example:</p> <p>Ms. Sullivan is preparing a unit for her third-graders in which they will examine the lives and works of four African-American artists: Romare Bearden, Jacob Lawrence, Harriet Powers, and Faith Ringgold.</p> <p>She first introduces the Big Idea of Family and asks students the Key Question, "What is your family's favorite activity?" She then guides students into a discussion about their families and the uniqueness of their activities. This leads to a discussion of ethnicity. Ms. Sullivan will then show slides and share postcards of the works of Bearden and Lawrence, and have the students analyze the symbols in Bearden's collages and the elements in Lawrence's migration series. Ms. Sullivan will read Faith Ringgold's Aunt Harriet's Underground Railroad in the Sky and Tar Beach. They also read <i>Stitching Stars: The Story Quilts of Harriet Powers (African-American Artists and Artisans)</i> by Mary E. Lyons. Students will be encouraged to study the quilts shown in the books before, during, and after reading.</p> <p>Ms. Sullivan will continually ask students to compare and contrast the messages and emotions conveyed by the four artists and to compare lives as depicted to their own lives. A culminating activity will be for each student to create a collage and describe the influence of the artists in their own works. They will share their ideas as they display their work.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	