

GRADE THREE

VISUAL ARTS	ENGLISH/LANGUAGE ARTS
1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.	Language #4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2.1 Explore ideas for art in a personal sketchbook.	Writing #2a Introduce a topic and group related information together; include illustrations when useful to aid in comprehension.
3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.	<p>Informational #7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Speaking & Listening #1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Speaking & Listening #1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.	Writing #8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.5 Write about a work of art that reflects a student's own cultural background.	Writing #7 Conduct short research projects that build knowledge about a topic.
4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.	<p>Speaking & Listening #1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Speaking & Listening #1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful</p>

GRADE THREE

	ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.	Writing #1a-d Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.
4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.	Reading Lit #7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) Writing #1a-d Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.
5.2 Write a poem or story inspired by their own works of art.	Reading Lit #3 Describe characters in a story and explain how their actions contribute to the sequence of events. Reading Foundational #4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.	Speaking & Listening #1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Speaking & Listening #1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

GRADE THREE

	speaking one at a time about the topics and texts under discussion).
5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.	<p>Speaking & Listening #1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Speaking & Listening #1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Speaking & Listening #4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.</p>

VISUAL ARTS	HISTORY-SOCIAL SCIENCE
2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.	3.1#1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.	<p>3.2#1 Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>3.3#3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p> <p>3.4#3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S.</p>

GRADE THREE

	Capitol).
--	-----------

VISUAL ARTS	MATHEMATICS
<p>1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.</p>	<p>Geometry #1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>

VISUAL ARTS	SCIENCE
<p>2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</p>	<p>3b Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</p>
<p>2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p>	<p>2a,2b,2c Students know sunlight can be blocked to create shadows. Students know light is reflected from mirrors and other surfaces. Students know the color of light striking an object affects the way the object is seen.</p>
<p>5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.</p>	<p>5e Collect data in an investigation and analyze those data to develop a logical conclusion.</p>