

Visual Arts: Grade 3

Overall Expectations

- produce two- dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

- recognize and name the warm and cool colours, and describe their emotional impact
- identify characteristics of a variety of lines (e.g., thick, thin, broken, dotted);
- label the foreground, middle ground, and background, and identify objects in each of these areas of a work;
- identify symmetrical and asymmetrical shapes in both the human-made environment and the natural world;
- describe textures that are real in art works (e.g., the smooth surface of a piece of pottery) and illusory (e.g., the rough texture of bark in a two-dimensional painting);
- identify elements of design in a variety of natural and human-made objects (e.g., the form of a tree is asymmetrical and its leaves and flowers may be symmetrical);
- use art tools, materials, and techniques correctly to create different effects (e.g., paint with a sponge to create an open, airy feeling in a work; apply paint thickly with a brush to suggest heaviness).

Creative Work

- solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background);
- produce two- dimensional works of art (i.e., works involving media and techniques used in drawing, painting) that communicate their thoughts and feelings about specific topics or themes
- identify strengths and areas for improvement in their own and others' art work



**Ontario Curriculum Expectations
Covered by the Along the Lines of Colour Program
At The Children's Museum**

Critical Thinking

- identify the similarities and differences in content between two or more works on a related theme
- explain how the artist has used the elements of design to communicate feelings and convey ideas
- state their preference for a specific work and defend their choice with reference to both their own interests and experience and to the artist's use of one or more of the elements of design