

**Northwestern Elementary School
ART ASSESSMENT MAP**

Grade: 3

ESSENTIAL INDICATORS		SUPPORTING INDICATORS	
CERAMICS			
Tools, Media, Skills CEC	1. CEC Demonstrate skill and expression in the use of art techniques and processes. Ceramic Skills	Creative Process CEC	4. CEC Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g. relate art elements to one another and to the space as a whole).
		CEC	3. Use appropriate visual are vocabulary when describing art-making processes.
PAINTING			
Historical Periods HCS	3. HCS Identify and compare similar themes, subject matter, and images in artworks from historical and contemporary eras. (e.g. still-life, portraits)	Knowledge of Art Elements CEC	3. CEC Discuss their artworks in terms of line, shape, color, texture, and composition.
Derive Meaning	2. VA Ask clarifying questions about others' ideas and views concerning art.	Making Informed Judgments	3. VA Distinguish between technical and expressive qualities in their own artworks.
			Demo skills and tech.
		Analyze form/style artwork(s)	3. AR Discuss different responses to, and interpretations of, the same artwork.
		Describe elements	2. AR Explore and describe how art principles are used by artists to create visual effects (e.g. balance used to create the effect of stability).

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PAPER-MACHINES-KALEIDOSCOPES			
Describe (vocabulary) elements of art and principles of design AR	1. Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).		Demo skills and tech.
Creative Process	6. CEC Create an original work of art that illustrates a story or interprets a theme.		
Making connections with other disciplines	3. CRA Apply problem-solving skills from other subject areas (e.g., scientific method and inquiry processes) to solve artistic problems.		
PAPER MAKING			
Making Connections Between Visual Art and Disciplines	2. CRA Communicate mathematics, geography, or science information visually (e.g., develop a chart, graph, or illustration).	Knowledge of Elements	2. CEC Use appropriate visual art vocabulary when describing art-making processes.
Tools, Media, & Skills CEC	1. CEC Demonstrate skill and expression in the use of art techniques and processes. Paper-making skills		

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PRINT MAKING			
Careers and Career-Related Skills	4. CRA Provide examples of different types of artists (e.g., muralists, industrial designers, architects, and book illustrators) and describe their roles in everyday life	CEC	2. Use appropriate visual art vocabulary when describing art-making processes.
Tools, Media, & Skills CEC	1. Demonstrate skill and expression in the use of art techniques and processes. Printmaking skills.		
MIXED MEDIA – ERIC CARL			
Making Connections Between Visual Art and Other Arts	1. CRA Interpret a favorite painting through movement or Visual Art.		Demo Skills and Tech.
		AR	1. Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).
		Describe elements	2. AR Explore and describe how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability).

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DRAWING – WORD DESIGN			
Reflection	1. VA Explain reasons for selecting an object they think is a work of art.		Demo Skills and Tech.
Creative Process	5. CEC Recognize and identify a purpose or intent for creating an original work of art.		
Describe (vocabulary) elements of art and principles of design AR	1. AR Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).		

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TO BE DECIDED		YEAR-LONG	
Identifying Specific Artists/Works HCS	4. HCS Recognize selected artists who contributed to the cultural heritages of the people of the United States. (e.g., Grant Wood, James Whistler, Andy Warhol, Edward Hopper, Georgia O’Keefe, etc.)	Analyze form/style	4. AR Identify successful characteristics that contribute to the quality of their own artwork and the works of others.
Understanding Influences – Art & Society (social, cultural, political) HCS	5. HCS Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.	Revision of Artwork Process CEC	7. CEC Use feedback and self-assessment to improve the quality of artworks. (e.g., select best work for an art show)
Art Forms HCS	1. HCS Connect various art forms and artistic styles in their cultural traditions.	Evaluate (based on criteria)	5. AR Identify criteria for discussing and assessing works of art.
Artistic Styles from Various Cultures HCS	2. HCS Distinguish the artistic style and subject matter in the artworks of two or more visual artists from local, regional, or state history. (e.g., quilts, pottery)		

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BASIC RUBRIC FOR ALL ART STANDARDS IN ALL GRADES
5 – Exceeds
4 – Consistently demonstrates
3 – Is developing
2 – Is beginning to develop
1 – Is unable to demonstrate