

# **Grade Level Expectations for the Sunshine State Standards**

## **Art - Visual Arts Grades 3-5**



**FLORIDA DEPARTMENT OF EDUCATION**  
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**Sunshine State Standards  
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*Strand A: Skills and Techniques*

*Standard 1: The student understands and applies media, techniques, and processes.*

*Benchmark VA.A.1.2.1: The student uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.*

**Grade Level Expectations**

The student:

**Third**

1. creates works that are personally meaningful and draw from experience, observation, or imagination.
2. utilizes drawing, painting, printmaking, fibers, sculpture, and ceramic media to produce works of art.
3. develops drawing skills using a variety of drawing tools.
4. develops painting techniques using various brush strokes to create texture and show detail.
5. develops printmaking techniques by creating a series of prints.
6. utilizes mixed media and/or fiber techniques.
7. utilizes additive and subtractive sculptural techniques with clay and paper.
8. uses computer technology skills to create works of art.

**Fourth**

1. creates works that are personally meaningful and draw from experience, observation, or imagination.
2. utilizes drawing, painting, printmaking, fibers, sculpture, and ceramic media to produce works of art.
3. develops drawing skills using a variety of media such as crayons, markers, pencils, charcoal, and colored pencils.
4. develops painting techniques using various color concepts such as monochromatic, complimentary, and analogous, using both tints and shades.
5. utilizes a variety of printmaking processes such as block, reduction, and stencil.
6. applies mixed media and/or fiber techniques.

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7. utilizes clay techniques such as relief, pinch, and coil construction.
8. experiments with computer technology skills to create works of art.

Fifth

1. creates works that are personally meaningful and draw from experience, observation, or imagination.
2. utilizes drawing, painting, printmaking, fibers, sculpture, and ceramic media to produce works of art.
3. develops and refines drawing skills using a variety of media such as crayons, markers, pencils, charcoal, and colored pencils.
4. experiments with paint on various surfaces using previously learned skills and techniques.
5. utilizes advanced printmaking processes such as three-color reduction and/or silk screen prints.
6. experiments with advanced textile/fiber techniques (for example, quilting, basketry, paper-making).
7. applies sculptural techniques such as bas relief, armature construction, and/or soft sculpture.
8. utilizes clay techniques such as slab and coil construction.
9. applies computer technology skills to create works of art.

*Benchmark VA.A.1.2.2: The student uses control in handling tools and materials in a safe and responsible manner.*

Grade Level Expectations

The student:

Third

1. works with art tools and materials safely.
2. explores a variety of tools, materials, and processes and uses them responsibly.
3. consistently follows directions/instructions and cleanup procedures.

Fourth

1. works with art tools and materials safely.
2. uses a variety of tools, materials, and processes responsibly.

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3. consistently follows directions/instructions and cleanup procedures.

**Fifth**

1. works with art tools and materials safely.
2. uses a variety of tools, materials, and processes responsibly.
3. consistently follows directions/instructions and cleanup procedures.

*Benchmark VA.A.1.2.3: The student knows the effects and functions of using various organizational elements and principles of design when creating works of art.*

**Grade Level Expectations**

The student:

**Third**

1. demonstrates how the elements of art affect the principles of design (for example, lines/repetition).
2. compares and contrasts the function of the principles of design in works of art.

**Fourth**

1. demonstrates how the elements of art affect the principles of design (for example, color/contrast, lines/rhythm, shapes/balance).
2. analyzes how the principles of design are used in works of art to create organizational and/or aesthetic effects.

**Fifth**

1. demonstrates how the elements of art affect the principles of design (for example, color/contrast, lines/rhythm, shapes/balance).
2. analyzes how the principles of design are used in works of art to create organizational and/or aesthetic effects.

*Benchmark VA.A.1.2.4: uses good craftsmanship in a variety of two-dimensional and three-dimensional media.*

**Grade Level Expectations**

The student:

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Third

1. identifies, uses, and assesses qualities of good craftsmanship.
2. develops good craftsmanship skills through practice in varied media.

Fourth

1. identifies, uses, and assesses qualities of good craftsmanship.
2. applies good craftsmanship in creating varied works of art.

Fifth

1. identifies, uses, and assesses qualities of good craftsmanship.
2. applies good craftsmanship in creating two- and three-dimensional works of art.

*Strand B: Creation and Communication*

*Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.*

*Benchmark VA.B.1.2.1: The student understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.*

Grade Level Expectations

The student:

Third

1. uses personal experience, observation, and imagination to create works of art.
2. uses a variety of thematic subject matter/symbols to create works of art.

Fourth

1. uses personal experience, observation, and imagination to create works of art.
2. uses a variety of thematic subject matter/symbols to create works of art.

Fifth

1. uses personal experience, observation, and imagination to create works of art.
2. uses a variety of thematic subject matter/symbols to create works of art.

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*Benchmark VA.B.1.2.2: The student understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas.*

Grade Level Expectations

The student:

Third

1. compares and contrasts effective and ineffective use of media, techniques, and processes.
2. selects media to effectively communicate an idea.
3. utilizes techniques and processes in selected media to communicate an idea.

Fourth

1. analyzes effective and ineffective use of media, techniques, and processes.
2. selects media to effectively communicate an idea.
3. utilizes techniques and processes in selected media to communicate an idea.

Fifth

1. analyzes effective and ineffective use of media, techniques, and processes.
2. selects media to effectively communicate an idea.
3. utilizes techniques and processes in selected media to communicate an idea.

*Benchmark VA.B.1.2.3: The student knows how to identify the intentions of those creating works of art.*

Grade Level Expectations

The student:

Third

1. explains intentions in personal works of art.
2. identifies artwork created for cultural, commercial, and expressive purposes.

Fourth

1. explains intentions in personal works of art.

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2. groups artwork according to artists' intended purposes (for example, religious, political, historical).

**Fifth**

1. explains intentions and justifies choices in personal works of art.
2. analyzes artwork according to artists' intended purposes (for example, religious, political, historical).

*Benchmark VA.B.1.2.4: The student uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.*

**Grade Level Expectations**

The student:

**Third**

1. discusses how the elements of art and principles of design can be used to create a composition.
2. selects and organizes elements of art and principles of design to effectively communicate an idea.
3. knows that manipulative skills affect how an idea is communicated.

**Fourth**

1. discusses how the elements of art and principles of design can be used to create a composition.
2. selects, modifies, and organizes elements of art and principles of design to effectively communicate an idea.
3. knows that manipulative skills affect how an idea is communicated.

**Fifth**

1. discusses how the elements of art and principles of design can be used to create a composition.
2. selects, modifies, and organizes elements of art and principles of design to effectively communicate an idea.
3. knows that manipulative skills affect how an idea is communicated.

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*Strand C: Cultural and Historical Connections*

*Standard 1: The student understands the visual arts in relation to history and culture.*

*Benchmark VA.C.1.2.1: The student understands the similarities and differences in works of art from a variety of sources.*

Grade Level Expectations

The student:

Third

1. identifies and describes the characteristics of artworks of specific time periods and cultures.
2. knows that works of art reflect cultural and historical influences.
3. identifies art exemplars from specific time periods and cultures.

Fourth

1. compares and contrasts works of art from different time periods and cultures.
2. discusses how works of art have a cultural style reflecting people's values, beliefs, and ways of perceiving the world.
3. identifies and describes art exemplars from particular styles, time periods, cultures, and artists.

Fifth

1. compares and contrasts works of art on the basis of style, time period, culture, and/or artist.
2. describes and analyzes specific relationships that influenced the creation and function of artworks of various people and cultures.
3. analyzes art exemplars from various time periods, cultures, and artists.

*Benchmark VA.C.1.2.2: The student understands how artists have used visual languages and symbol systems through time and across cultures.*

Grade Level Expectations

The student:

Third

1. identifies works of art, artists, and historical events on a timeline.

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2. uses various resources to determine how visual languages and symbol systems are used by artists.
3. discusses the use of historical markings and visual symbols in works of art (for example, cave paintings, hieroglyphics, petroglyphs).
4. describes cultural differences in works of art.

Fourth

1. sequences works of art, artists, and historical events on a timeline.
2. uses various resources to determine how visual languages and symbol systems are used by artists.
3. describes how history and culture affect artists and their work.
4. identifies works of art that communicate historical and cultural values.

Fifth

1. uses a timeline to understand art history, culture, and artists.
2. researches and identifies how visual symbols (past and present) are used by artists in various cultures.
3. identifies characteristics in works of art which indicate cultural and historical influences.
4. explains that works of art can communicate historical and cultural values.
5. demonstrates knowledge of how history, culture, and visual symbols influence each other.

*Strand D: Aesthetic and Critical Analysis*

*Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.*

*Benchmark VA.D.1.2.1: The student develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.*

Grade Level Expectations

The student:

Third

1. uses vocabulary for evaluating works of art.

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Fourth

1. creates and applies general criteria for evaluating works of art using appropriate vocabulary.

Fifth

1. creates and applies personal criteria for evaluating works of art using appropriate vocabulary.

*Benchmark VA.D.1.2.2: The student uses different approaches to respond to and to judge various works of art.*

Grade Level Expectations

The student:

Third

1. explains how a work of art can be judged by one or more perspectives (for example, economic, cultural, functional, historical, religious, popular).

Fourth

1. compares and contrasts responses to works of art based on one or more perspectives (for example, economic, cultural, functional, historical, religious, popular).

Fifth

1. justifies artistic judgments based on one or more perspectives (for example, economic, cultural, functional, historical, religious, popular).

*Benchmark VA.D.1.2.3: The student understands perceived similarities and differences among different genres of art.*

Grade Level Expectations

The student:

Third

1. names characteristics of different genres in art (for example, fine art, folk art, popular art, commercial art).

Fourth

1. compares and contrasts similarities and differences of genres in art (for example, fine art, folk art, popular art, commercial art).

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Fifth

1. analyzes the similarities and differences of genres in art (for example, fine art, folk art, popular art, commercial art).

*Strand E: Applications to Life*

*Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.*

*Benchmark VA.E.1.2.1: The student understands the influence of artists on the quality of everyday life.*

Grade Level Expectations

The student:

Third

1. identifies aesthetic qualities of functional and non-functional works of art.
2. understands that art impacts everyday life.
3. understands that artists' creations and ways of thinking influence home, school, and work life.

Fourth

1. examines and discusses aesthetic qualities of functional and non-functional works of art.
2. describes how the work of artists impacts everyday life.
3. understands that artists' creations and ways of thinking influence home, school, and work life.

Fifth

1. compares and contrasts aesthetic qualities of functional and non-functional works of art.
2. analyzes how the work of artists impacts everyday life.
3. understands that artists' creations and ways of thinking influence home, school, and work life.

*Benchmark VA.E.1.2.2: The student knows the types of tasks performed by various artists and some of the required training.*

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Grade Level Expectations

The student:

Third

1. identifies the skills and processes that artists use to produce works of art.
2. identifies the skills and knowledge needed for various art careers.

Fourth

1. describes the skills needed for tasks performed by various artists.
2. discusses the skills and knowledge needed for different art careers.

Fifth

1. demonstrates knowledge of art skills and artistic processes and how they are used in various careers.
2. examines and discusses skills and knowledge needed for specific art careers.

*Benchmark VA.E.1.2.3: The student understands the similarities and differences and the various contributions of galleries, studios, and museums.*

Grade Level Expectations

The student:

Third

1. views works of art at galleries, museums, and/or artists' studios.
2. identifies the purpose of galleries, museums, and artists' studios.

Fourth

1. discusses works of art at galleries, museums, and/or artists' studios.
2. discusses the purpose of galleries, museums, and artists' studios.

Fifth

1. examines works of art at galleries, museums, and/or artists' studios.
2. examines the various community contributions of galleries, museums, and artists' studios.