

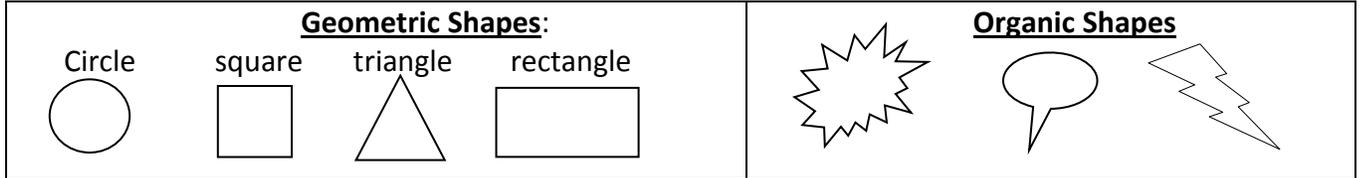
3rd grade Review for the art test in April & the District End of Year art test in May 2019

A note to parents: Our curriculum is cumulative, so all concepts build on our content learning from the first day of art this school year. We have now covered all curriculum content.

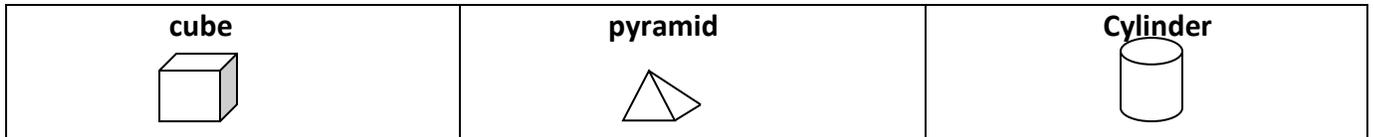
This is a complete review for the content that will be covered on the End of Year art test!

ELEMENTS OF ART:

1. **Line**- the mark of a moving point through space
2. **Shape**- an enclosed line that has 2 dimensions (width and height). Students need to distinguish between geometric shapes and organic shapes:



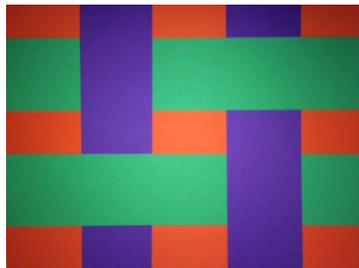
3. **Geometric Form**- an object with three dimensions (width, height, and depth). Students need to identify these geometric forms:



4. **Color** Students need to identify these color groups:
 - **Primary colors: red, yellow, and blue**
 - **Secondary colors: orange, green, and violet**
 - **Cool colors: Green, Blue, and Violet**
 - **Warm colors: Yellow, Red, and Orange**



Primary Colors



Secondary colors



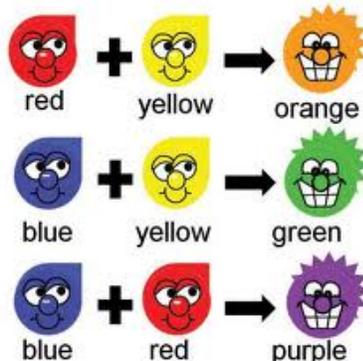
Cool Colors



Warm Colors

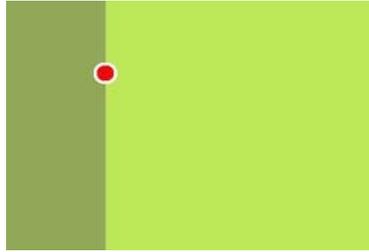
Students need to know that the secondary colors are created by mixing together two primary colors. Students should also know which two primary colors to mix together to create which secondary color.

- **Color mixing: red+ yellow = orange blue + yellow = green blue+red= violet**



PRINCIPLES OF DESIGN:

1. **Emphasis**- focal area of the art work (Example: the red dot is the point of emphasis in this artwork because it stands out and your eye is drawn to that part of the artwork)



2. **Movement**- directs a viewer's eye through a work of art



ART CRITICISM: Discussing and reflecting about one's own and other's art work. Students need to be able to differentiate between describe, analysis, interpret, and judgement.



1. **Describe**—identifying objects in an artwork (This is what you see in the artwork. Example: “**I see** a large fish swimming in water among seaweed.”)
2. **Analysis**—identifying the elements of art & principles of design in the artwork (This is when you use art vocabulary, giving details and specifics. Ex: “**The artist used cool colors** in this artwork. There are curved vertical lines in the fish that create movement. The fish is painted darker to create emphasis on the fish.”)
3. **Interpret**—discussing personal and/or possible meanings of an artwork (This is when you tell a story. Ex: “**I think** the fish is happy because he is swimming along looking for his friends to play with.”)
4. **Judgment**—identifying personal decisions about the quality of an artwork (This is when you decide if you like the artwork or not, and why. Ex: “**I like** this artwork because I like going to the ocean and swimming with fish and this artwork reminds me of doing that!”)

PROCEDURES/SAFETY:

1. We use pencils, rulers, and erasers to create a drawing. We use glue to glue paper or objects together. Scissors should be stored with the blades closed, pointed down in a cup. We use a pencil, eraser, and ruler to measure and to draw straight lines. We can also use the knowledge and skills learned through art-making processes to solve problems in other subject areas, like math and science. Students should know not to stab the art erasers with their pencils because that is disrespectful and destroys our art tools.

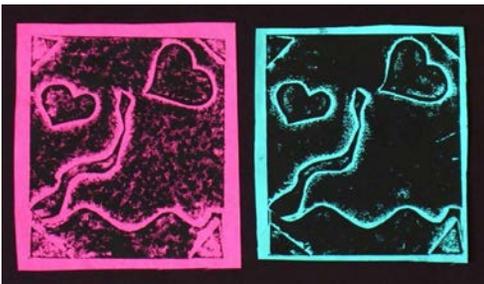
2. Good craftsmanship means we do not rush and our artwork should not be messy. When using glue, it should not be oozing from the edges of what we have glued. When folding, the fold should be straight. When using a pencil, we should draw lightly so there are no eraser marks or smudges visible.

ART PRODUCTION/TECHNIQUES:

1. **Printmaking**- The process of transferring an image onto another surface



This is a student using a brayer to roll ink on an image to print on another paper.



This is an example of what a print looks like when it is finished.

2. **Landscape** - drawing, painting, or photograph of the outdoors
Still life- drawing, painting, or photograph of an arranged group of objects that cannot move on their own
Portrait- an artwork of a person



Landscape



Still life



Portrait

3. Artists sometimes collaborate to create artworks. Collaborating means to work together.
4. Artworks have a copyright. Copyright laws are in place to protect an artists' work. If you copy someone else's ideas as your own, it is plagiarism. Originality is when you use your own ideas.
5. Sequential steps means creating art in order, step by step. The first step is always drawing or designing the artwork.
6. A symbol is a picture or image that artists create to communicate an idea to others without using words.

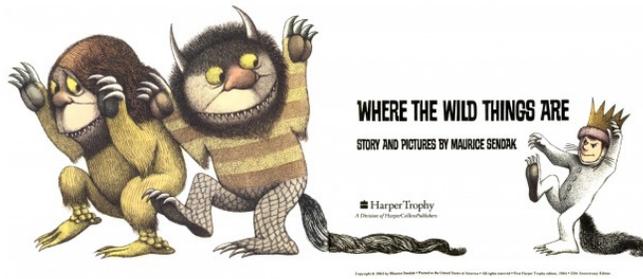
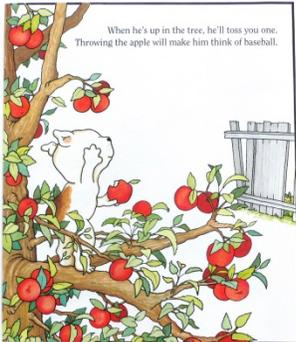


ART APPRECIATION:

1. A utilitarian artwork is an artwork you can use (for example: a bowl, or a basket).



2. We have artwork in our classroom, school, and community (public library, museums, galleries, colleges). Some of the reasons that artists display artwork are to communicate an idea and to enrich the lives of others.
3. When viewing and discussing artwork, our behavior towards others and their artwork should be appropriate and respectful. It would be inappropriate to touch or mark on someone else's artwork other than our own.
4. Knowledge gained in art can help us in other classes (using rulers to measure in math and science, using 2-d shapes and 3-d forms in math).
5. The artworks (illustrations) in books help us to understand the written story by showing us in the illustrations what is happening in the book.



6. Artists create the labels for items that are sold in stores. (Example: cereal boxes, soup labels, etc.) Artists create the labels to grab our attention and to get us interested in the product.
7. Artists create artworks that have personal meaning and integrate ideas from culture or history (for example, how we looked at Vincent Van Gosh's famous "Starry Night" painting when we created landscapes).

Created by: Jenni Martin/2019