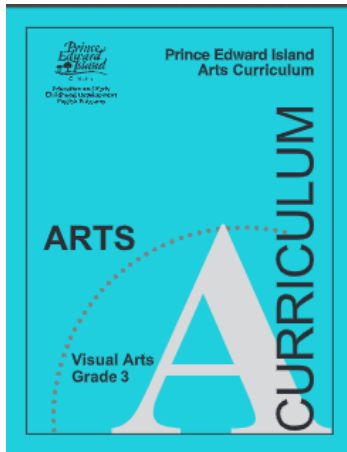


Visual Arts Grade 3

The grade 3 Visual Arts program, is a developmentally integrated spiral learner model which moves through the creative process to produce a variety of two-, two. five-, three-dimensional art works using the elements, principles, and techniques of visual arts and to critically response to artwork. Through the approach of a learner-centre model, they will develop as a learner; physically, emotionally, socially, creatively, and cognitively. This visual literacy foundation enables them to explore, receive, and express their understandings, ideas, thoughts and feelings, about themselves, others and the world that surrounds them in a visual context.

Existing Grade 3 Visual Arts Curriculum Document:

Grade 3 https://www.princeedwardisland.ca/sites/default/files/publications/eelc_visart_3.pdf



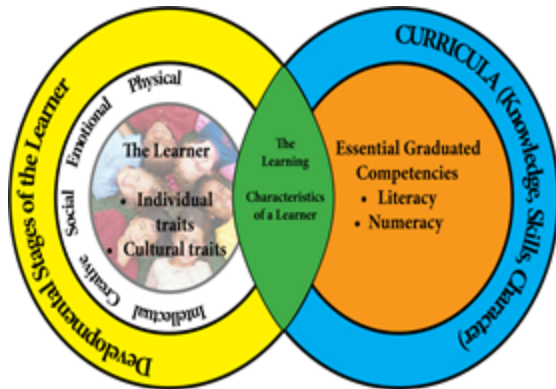
Revised and Compressed Grade 3 Visual Arts Curriculum for 2020-2021

Elaborations for Visual Arts SCO's

Learners are expected to apply the creative process to produce a variety for two-, two. five-, three-dimensional art works using the elements, principles, and techniques of visual arts to communicate and understand feelings, ideas, and understandings.

Through the approach of a learner-centre model, they will develop physically, emotionally, socially, creatively, and intellectually through their art-making. Visual Arts plays a key role in the development of self-actualization.

Learner-Centred Model (See below)



Visual Arts plays a key role in the education of learners.

It develops, supports and fosters:

- Self-actualization
- Identity
- Spatial, Sensory and Physical Development
- Well-being
- Culture

It supports the development and expression of self, the understanding and valuing of others and the world around them.

Learners will develop their physical, spatial and sensory-tactile develop. They will learn to communicate in a visual content. Visual arts is foundational to their development in writing and mathematics. The basis of aesthetics is mathematical and the message is expressive

Visual Arts supports, develops and fosters culture. Learners should be able to see themselves, beliefs, traditions and culture.

This Curriculum information promotes and supports: the Atlantic Framework for Graduation Competencies and CMEC Global Competencies, The Foundation for the Atlantic Canada Arts Education Curriculum and the Prince Edward Island Well-Being Initiative.

(Please note some artmaking examples would be artwork, designs, constructions, crafts, filmmaking, digital and inventions.)

Visual Arts SCOs: 3.1, 3.2 and 3.3 are interconnected. They develop and support each other.

SCO 3.1 Learner are expected to develop an understanding of self through their art-making.

Learners should be able to:

- create images of self
- development of self in a space
- create images of self in relation to others (relationships) and their surroundings
- explore one's self through artmaking
- develop spatial awareness through image making
- convey information, ideas, thoughts and feelings
- imagine and create images from their head, heart and hands
- develop tactile sensory development through the use of a variety of materials in their artmaking
- develop fine and gross motor skills
- use artmaking for well-being
- develop in a cultural context
- understand that they are unique and so is their artmaking
- understand that they are imaginative, creative and innovative
- use the creative process to self-actualize
- develop characteristics of a learner through art-making

SCO 3.2 Learners are expected to communicate in a visual context through their art-making

Learners should be able to:

- understand that one can express one's self through artmaking
- express ideas, thoughts and feelings in 2-D, 2.5D and 3-D perspective to express ideas, thoughts and feelings
- use the elements and principles of design that are developmentally appropriate to express ideas, thoughts and feelings in their artmaking.
- use a variety of mediums to express different ideas, thoughts and feelings
- create images on different topics and themes of self, interests and learnings
- receive information about ideas, thoughts, knowledge and feelings in a visual context
- understand that they can use and create different symbols to create meaning
- create images of them self in a space (example: their surroundings or imaginary places)
- express their culture, traditions and beliefs

- talk about their artwork
- explore a variety of materials and tools to create meaning
- question about images and image-making

SCO 3.3 Learners are expected to explore a variety of materials, tools and techniques.

Learners should be able to:

- play with materials, tools and techniques for the enjoyment of artmaking
- explore the sensory quality of various materials (This means to touch and feel the materials)
- explore images-making through a variety of materials, tools and techniques (This means exploring lines, shapes and forms)
- explore a variety of materials, tools and techniques to create meaning (This means to create with intention ideas, thoughts and feelings)
- understand that different materials, tools and techniques create different effects in their art-making
- explore the possibilities and limitations of materials
- explore the possibilities and limitations of techniques
- explore the possibilities and limitations of different techniques
- use tools as extension of their bodies
- use different techniques in their art-making

Note: It is important to have a variety materials, tools and techniques to engage all learners.