



Visual Arts

Student Activity Book



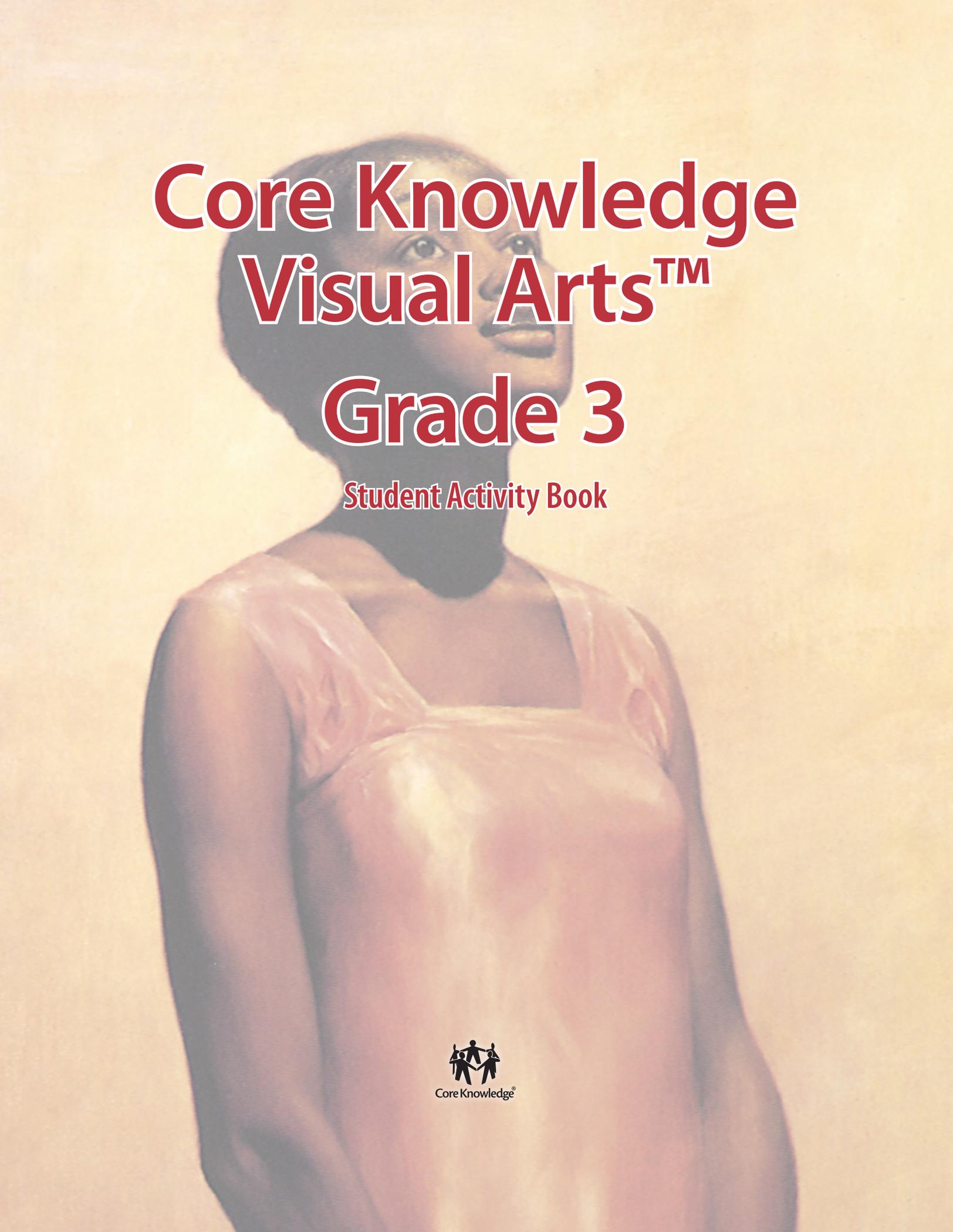
The Peaceable Kingdom, Edward Hicks

Hopi kachina doll



Student creating her own painting





Core Knowledge Visual Arts™

Grade 3

Student Activity Book



Core Knowledge®

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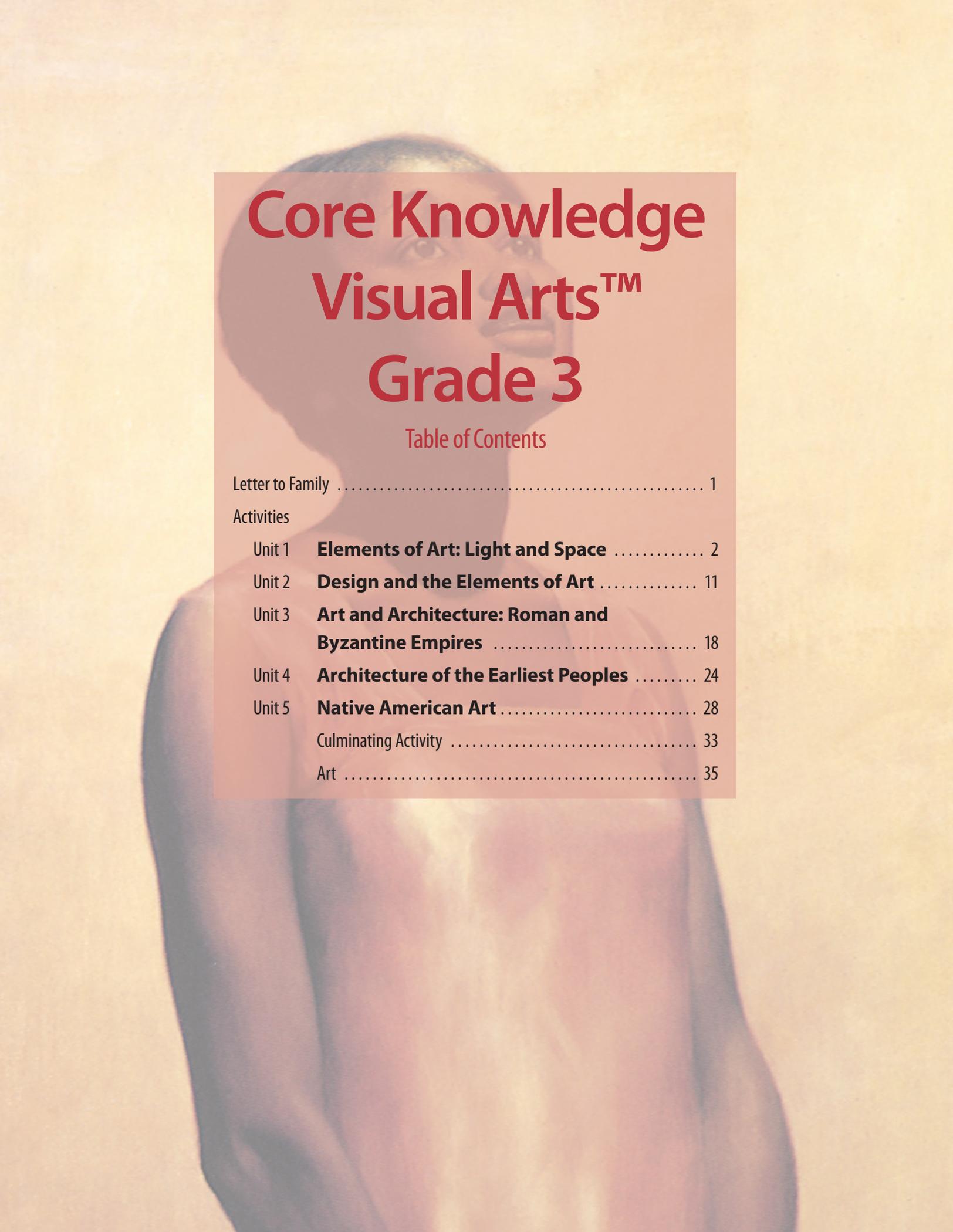
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Core Knowledge Visual Arts™ Grade 3

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Core Knowledge Visual Arts

Grade 3

Student Activity Book

This Student Activity Book contains pages that accompany many of the lessons from the Teacher Guide for Grade 3 Core Knowledge Visual Arts. Each activity is identified by the unit and lesson number in which it is used. The Student Activity Book is a student component, which means each student should have a Student Activity Book.

Dear Family Member,

It is exciting to start the new year—a warm welcome to you and your student.

This year, your student will be using an art program called Core Knowledge Visual Arts (CKVA). It is an innovative set of K–8 instructional materials developed by the Core Knowledge Foundation, including a Student Activity Book and many opportunities for creating art in the classroom.

Throughout the year, your student will have opportunities to view and describe different works of art, as well as express their personal reactions to them. They will be reminded that different people may have different reactions to a work of art—just as everyone has their own idea of what “beautiful” means. This fosters respectful dialogue and interpretation in the classroom.

The five units of study in Grade 3 CKVA are as follows:

Unit 1 Elements of Art: Light and Space

Your student will begin by learning how artists create the illusion of light and three-dimensional space within two-dimensional art. They will become familiar with masterpieces created by artists such as James Chapin and John Singer Sargent.

Unit 2 Design and the Elements of Art

Students will use their knowledge of all the elements of art to investigate design choices within artworks. They will become familiar with art by Romare Bearden and Mary Cassatt, among others.

Unit 3 Art and Architecture: Roman and Byzantine Empires

Students will transition to a history-based study of art for the second part of the school year. They will learn what set ancient Roman architecture apart from all predecessors and will also create murals in the style of the Byzantines.

Unit 4 Architecture of the Earliest Peoples

Students will study homes of ancient peoples from around the world, including a Neolithic longhouse from Europe, a Jomon pit house from Japan, and the Cahokia mound from the Mississippian culture in North America.

Unit 5 Native American Art

Students will learn how the art of a variety of Native American tribes serves both functional and spiritual purposes. They will apply their knowledge of design thinking to investigations of textiles, sandpainting, and beadwork.

Throughout the year, students will be creating art in response to masterpieces in an age-appropriate way.

Please let us know if you have any questions.

NAME: _____

Value, Light, and Color

1. Use a pencil to fill in the value scale in the spaces below. Start with the lightest value on the left, and gradually increase pressure as you move to the darkest value on the right. Try to make a smooth transition from light to dark.

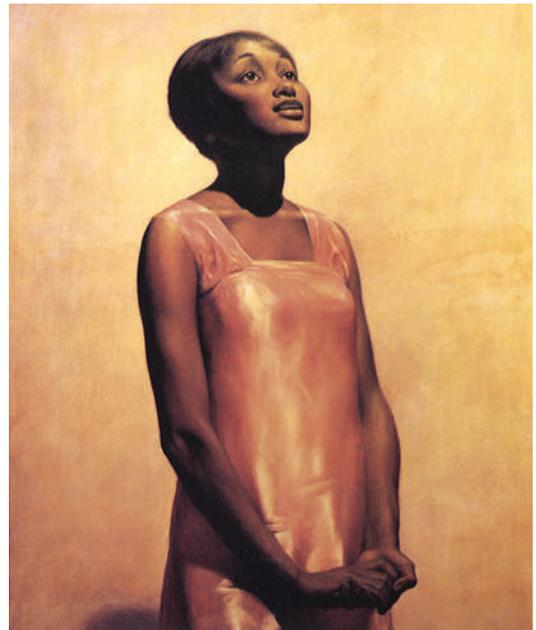
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lightest

darkest

2. Study the painting *Ruby Green Singing*. Circle the areas that show light values (lighter colors or highlights). Put a star next to the areas that show dark values (shadows or deep colors).



3. Use one word to tell how the colors and values in the painting make you feel. (Think about how the light and dark areas affect the mood.)

The Milkmaid

Johannes Vermeer, c. 1658



Explore

1. How does Johannes Vermeer use the element of color to make the subject of the painting stand out? Look for bright or bold colors, and think about where they are placed in the painting.

2. What are some of the objects the light from the window falls on in the painting? What does this tell you about the woman's life or work?

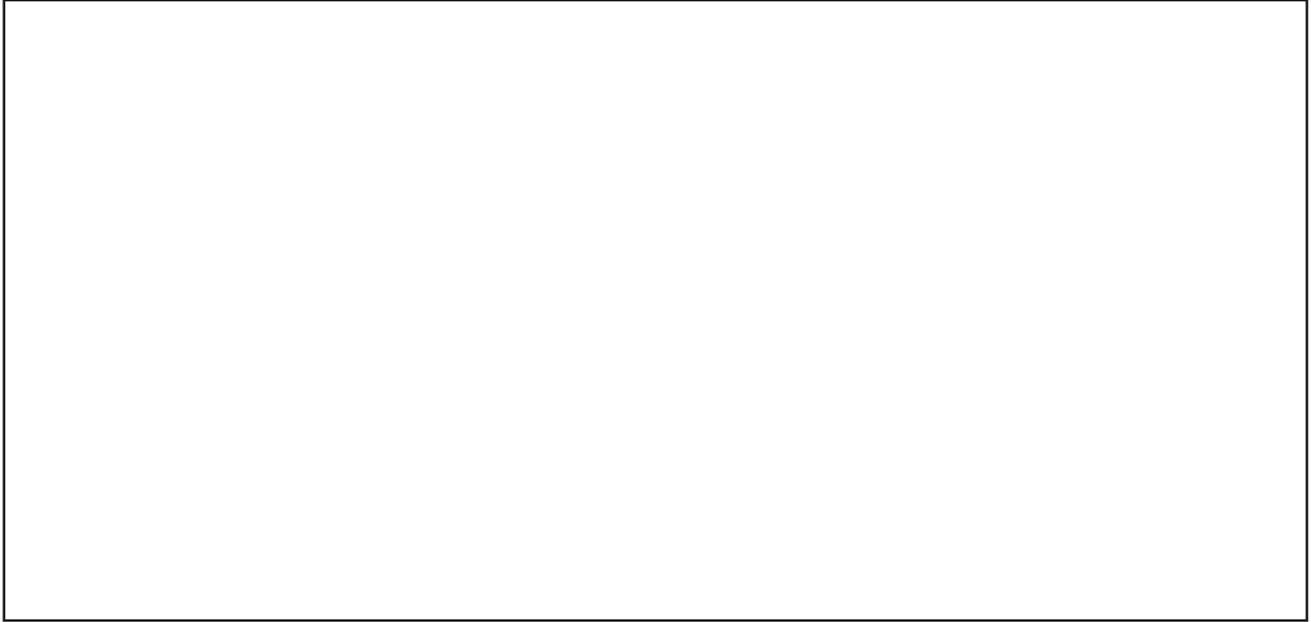
Reflection

Imagine you are painting a person doing a task. Who would be the subject of your painting? How would you use light, color, and value to show what is most important?

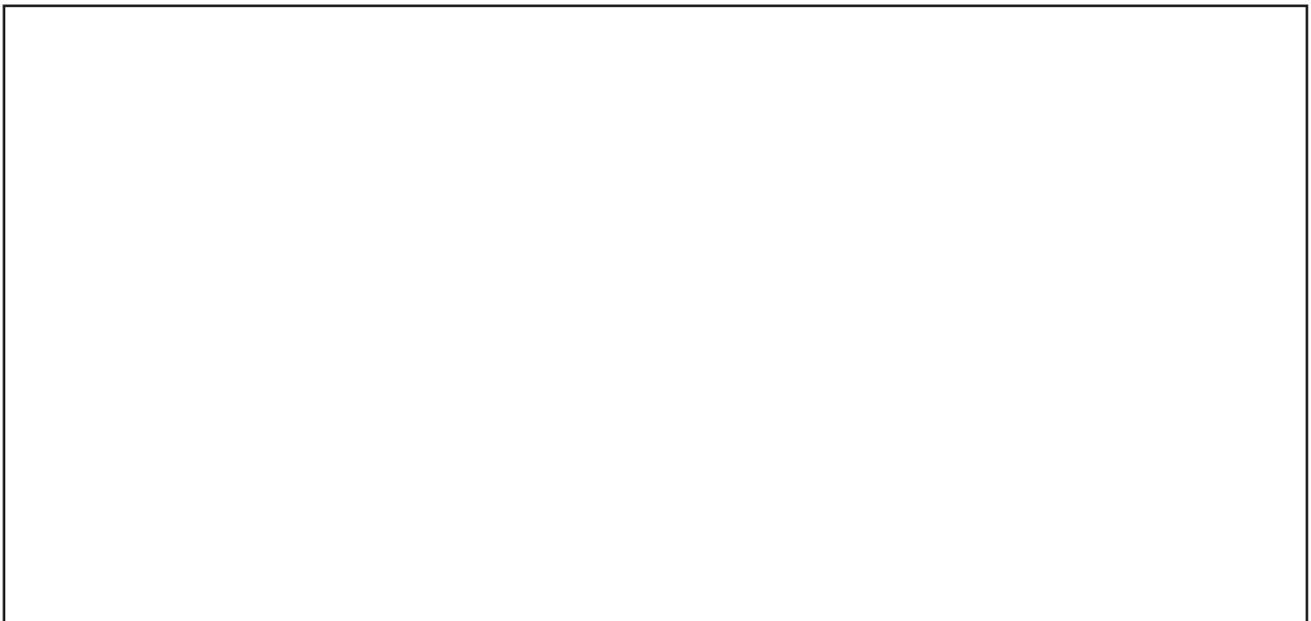
NAME: _____

Observational Drawing of Light and Shadow

Observe the light and shadows in the still-life scene provided by your teacher. Draw what you see in the first box. Use a range of values from light to dark.



Now observe how the light and shadows have changed—your teacher may have adjusted the lighting or moved the objects. Draw what you see in the second box. Use a range of values from light to dark.

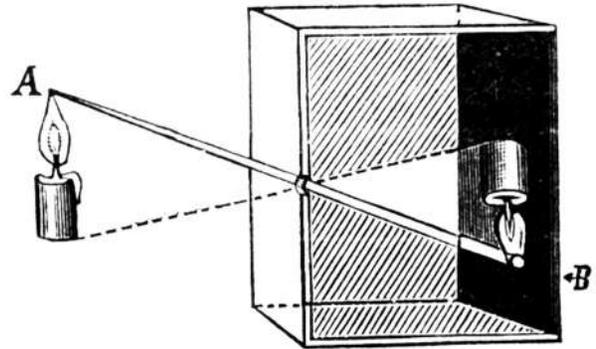


Light Investigation

What You Will Do Build a camera obscura to observe how light creates different values (light and dark areas) and contrast (strong differences between light and dark).

What You Need

- | | |
|-----------------|--------|
| • Cardboard box | • Tape |
| • White paper | |



What to Do

1. Find the side of the box with the pinhole and viewing window. On the opposite side of the box, tape the piece of white paper to the inside of the box. When you look through the viewing window, you should see the image.
2. Tape your box closed. Make sure there are no gaps where light can come through, except for the pinhole and the viewing window. If you see light, add another layer of tape.
3. Look through the viewing window into your camera obscura. Make sure the light is behind you as you look toward the white piece of paper. Use the flashlight to change the angle and intensity of the light to see how it affects the image.

Reflection

How did changing the angle and brightness of the flashlight affect the image in your camera obscura? Use words like *light*, *shadow*, *contrast*, and *value* in your answer.

NAME: _____

Reviewing Value and Light

Study each painting. Look for the light and dark values in each artwork. Then answer the questions.

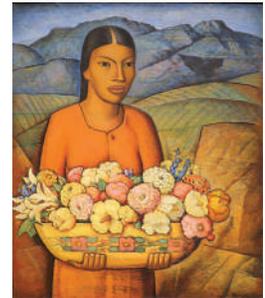
1. Circle the words that describe the mood of *Ruby Green Singing*.



sad joyful hopeful gloomy mysterious warm

Why did you choose these words?

2. What do the dark values in *Florida Mexicana* show? What effect do they have on the picture?



3. Where is the light coming from in *The Milkmaid*? How does the direction of light affect what you see in the painting?



4. How did the camera obscura help artists in the past? How did it help them understand light and shadow?

Positive and Negative Space

What You Will Do Draw an object in the classroom in two ways to show positive and negative space. Positive space is the object itself; negative space is the area around and between the object.

What You Need

- | | | |
|---------------------------|----------|-----------|
| • Sketch paper (2 sheets) | • Pencil | • Crayons |
|---------------------------|----------|-----------|

What to Do

1. Choose a subject in the classroom to draw. Your subject can be a piece of furniture, a three-dimensional form, or even a classmate. You will draw this subject twice.
2. On your first sheet of sketch paper, draw your subject beginning with its contour line, or outline. Then use your pencil to add details that make up the positive space—the parts of the paper filled by the object. Use your crayon to color only the positive space. Do not color the negative space—the empty areas around your subject.
3. On your second sheet of sketch paper, draw your subject's outline again. But this time, do not draw any details inside the subject. Instead, focus on the negative space—the area around the object. Color only the negative space with your crayon. Leave the positive space (your subject) blank, like a window or cut-out shape.

Reflection

How was drawing the positive space different from drawing the negative space? Which way of drawing did you like better, and why? Which one felt easier or harder? What did you notice when you focused on the space around the object?

Foreground, Middle Ground, and Background

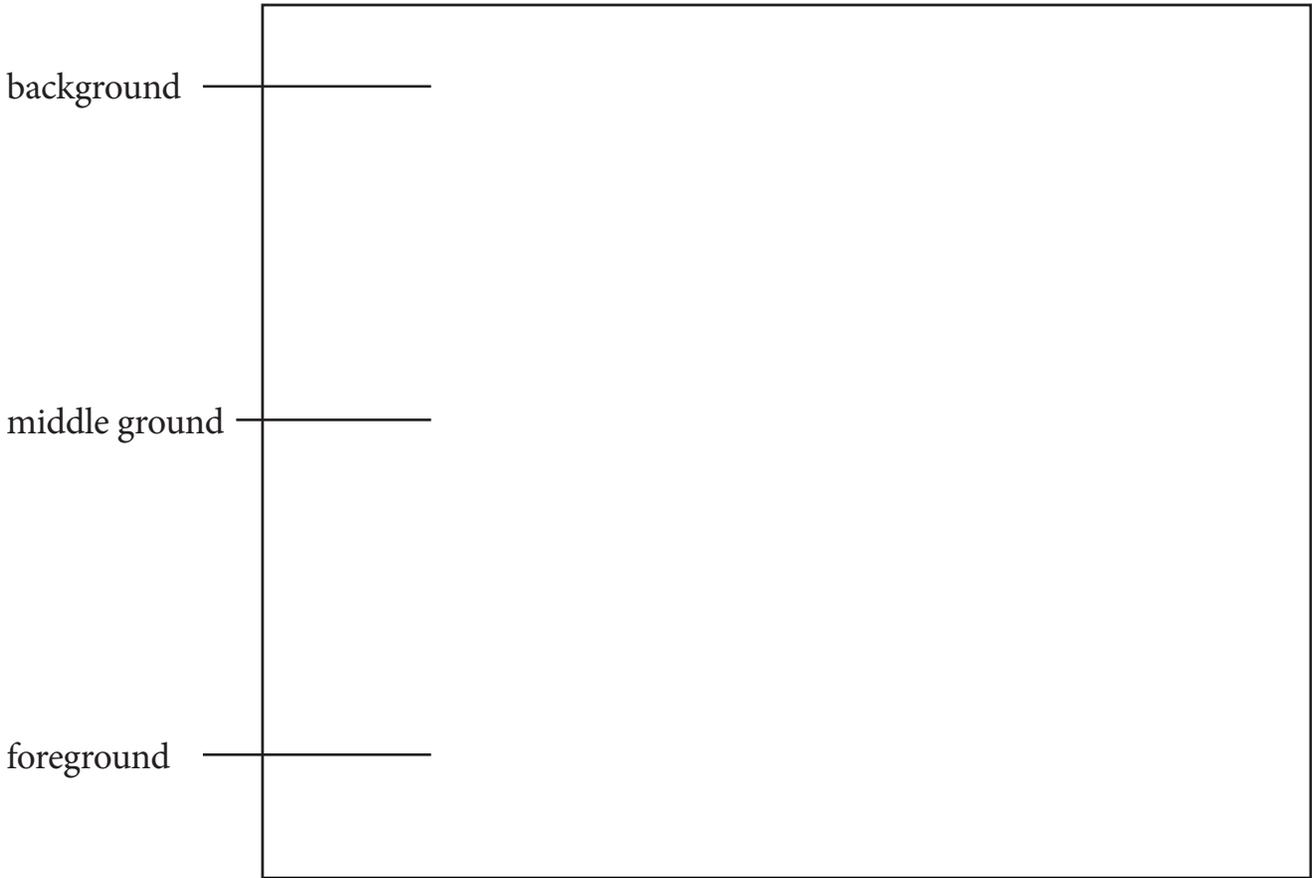
View *The Gleaners*. Write the correct label for each part of the painting: foreground, middle ground, and background. Look for clues like the size of the figures, how high they are on the page, and how much detail they have.



Sketch an imaginary landscape that includes a foreground, middle ground, and background. Try using overlapping shapes, smaller sizes in the distance, and lighter colors or values to show depth. Label each part of your sketch.

Plan a Painting with Space and Depth

Create a plan for a painting that creates an illusion of space and depth. Color your sketch to help you plan your painting. Then, describe your plan.



My painting will be of _____. In the foreground I will include _____.

_____ In the middle ground I will include _____.

In the background I will include _____. I will use dark values in _____.

_____ I will use light values in _____. To show depth,

I will make things in the background that _____ and things in the foreground that _____.

NAME: _____

Unit 1 Assessment

Answer the questions using what you learned in Unit 1.

1. What are two reasons why artists use light and dark values in their work? Think about how light and dark areas affect what you notice and how you feel.

2. How can artists create contrast in their work?

3. What is positive space?

4. How do artists create the illusion of depth in a painting or drawing?

5. What are the three areas of space that describe how close or far objects are in landscapes and other two-dimensional art?

Reflect on Design in Artwork

I am reflecting on:

The Peaceable Kingdom

The Horse Fair

The Child's Bath

Le monde

Explore

1. Choose two elements of art in the painting (like line, shape, color, space, or value). How do these elements work together to create the overall design?

2. How would you describe the feeling or mood of the painting's design? What colors, lines, or shapes help create that feeling?

Reflection

Choose one element of art in the painting (like color, shape, or space). How would changing this element affect the design of the painting? For example, what if the shapes were larger or the colors changed?

NAME: _____

Paint a Self-Portrait

What You Will Do Paint a self-portrait using design (how you use color, line, shape, and other elements of art together) to communicate emotion.

What You Need

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Pencil• Eraser• Washable watercolor paints | <ul style="list-style-type: none">• Paintbrush• Watercolor paper | <ul style="list-style-type: none">• Water vessel• Hand mirror |
|--|---|--|

What to Do

1. Practice making a variety of facial expressions—like happy, sad, surprised, or angry. Use the hand mirror to notice how your face changes with each emotion.
2. Think of and choose an emotion or feeling. Sketch a picture of yourself expressing your chosen emotion.
3. Use the elements of art—color, line, shape, texture, value, and space—to create a design that expresses your chosen emotion in your painting. For example, use bright colors and sharp lines to show excitement or cool colors and curved shapes to show calm.
4. If you have time, paint a second self-portrait showing a different emotion. Use the elements of art differently in this version. Think about how your second painting feels different from the first.

Reflection

What is the title of your painting?

What emotion(s) does your painting show? How do you think it will make someone feel when they see it? How did your artistic choices help show that emotion?

Icarus

Henri Matisse (1943)

Explore

1. What might the red dot on Icarus's chest symbolize?

2. What might Icarus be feeling? Look at his pose and the way the lines and colors are used.

Reflection

Think about the materials that Henri Matisse used to make *Icarus*. Would the artwork feel the same if it were made with pencils or paint instead of cut paper? Why or why not?

NAME: _____

Create a Collage

What You Will Do Create a paper collage that shows you doing your favorite activity. Think about how to use the elements of art—like color, shape, and space—to create a strong design.

What You Need

- | | | |
|-----------------|------------|--------------|
| • Colored paper | • Scissors | • Glue stick |
|-----------------|------------|--------------|

What to Do

1. Choose the activity you want to show. What details will help tell your story? Think about the elements of art you'll use: Will you use bold shapes? Warm or cool colors? Big or small pieces?
2. Choose a piece of colored paper to use as your background.
3. Cut or rip pieces of paper to glue to the background of your collage.
4. Give a title to your collage.

Reflection

What feeling does your collage show? How did you use the elements of art—like color, line, and shape—to show your favorite activity?

A Symmetrical Whole

Observe the design used in Horace Pippin's *Victorian Interior* on the left side. Look closely at the colors, the shapes, and where things are placed. Then, complete the artwork on the right side to make a symmetrical image.



NAME: _____

Design a Quilt Square

What You Will Do Design a quilt square using the elements of art. A quilt square is one part of a larger quilt made of repeating or symmetrical designs.

What You Need

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Paper square with a line of symmetry down the center | <ul style="list-style-type: none">• Pencil• Eraser | <ul style="list-style-type: none">• Crayons or markers• Ruler |
|--|---|--|

What to Do

1. Use the elements of color, line, and shape to create a simple design on one half of the square. Your design can be realistic or abstract. Think about balance and repetition in your shapes and colors.
2. Repeat your design exactly on the other half of the square to create a symmetrical whole. Use the center line to help you match the two sides.
3. Work together with your classmates to make a class quilt using everyone's quilt squares.

Reflection

What did you enjoy most about designing a quilt square? What elements of art did you use to create your design? What did you find most challenging? How did you and your classmates use design to make a class quilt?

Show What You Know About Design

Choose a feeling you want to show in your art—like calm, excitement, joy, or mystery. Then create an original design using at least three elements of art (such as line, color, shape, or texture) to help show that feeling in the space below.



Reflection

Answer the questions below using complete sentences:

- Describe your design in three words.
- Which elements of art did you use?
- What feeling does your artwork show?
- How does your design help express that feeling?

NAME: _____

Roman Architecture Today

Find two modern “descendants” of Roman architecture in the world today. These could be racetracks, bridges with arches, stadiums, or other buildings. You can use books, magazines, travel brochures, websites, or images your teacher provides. Then answer the questions below.

1. Name of the building or structure: _____

What is it used for? _____

Where is it located? _____

How is it similar to Roman architecture? How is it different? Think about features like arches, domes, columns, or how it is used.

2. Name of the building or structure: _____

What is it used for? _____

Where is it located? _____

How is it similar to Roman architecture? How is it different?

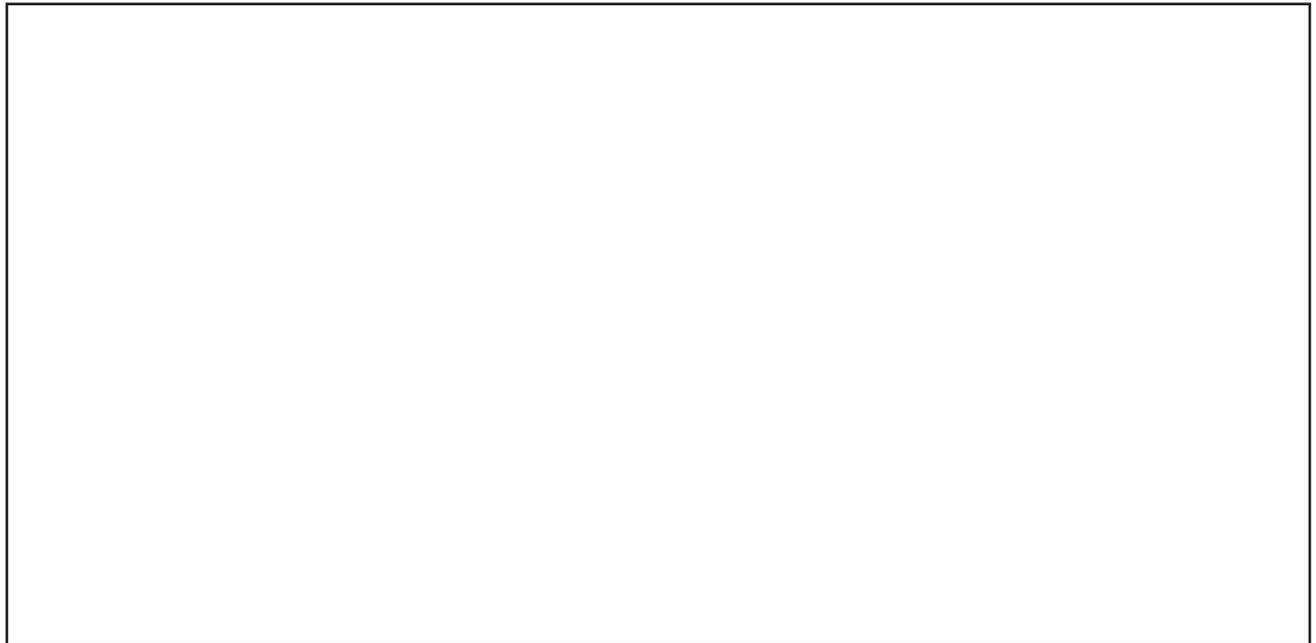
Draw a Roman-Inspired Building

Study the image of the Pantheon. Look closely at both flat shapes (like triangles and rectangles) and three-dimensional forms (like domes and cylinders). Then answer the questions below.

1. What shapes do you see in the Pantheon? Look at the roof, doors, and windows.

2. What three-dimensional forms do you see in the Pantheon?

Draw your own modern building using some of the shapes and forms you saw in the Pantheon. Add your own new ideas, too. Think about including details like windows, doors, and textures. Then write a sentence about what your building is called and what it is used for.



Emperor Justinian and Members of His Court

Explore

1. What elements of art do you see in the mosaic? Look for lines, shapes, colors, and values. Where do you see each one being used?

2. Which part of the design do you like the best, and why? How does it make you feel? Think about how the artist's use of shapes, colors, or values affects your feelings.

Reflection

Imagine you were commissioned to make a mosaic about the ancient Romans for a museum in your town. Would you copy the Byzantine style or make your own? What would your choice say about the story you want to tell?

Make a Mosaic

What You Will Do Make a mosaic of your face using small squares of colored paper.

What You Need

- Hand mirror
- Pencil
- Glue stick
- Construction paper
- Small squares of colored card stock

What to Do

1. Study your face in the mirror. Then, using a pencil, lightly sketch an outline of your face and its features on the construction paper.

2. Glue small squares of colored card stock to your sketch. Place the squares close together so they touch or almost touch—this creates a strong mosaic pattern. Use different colors to show your features. Try using darker or lighter shades to show value and detail.

3. Then, glue the small squares of colored card stock around your self-portrait to make a background for your mosaic.

Reflection

Answer these questions using complete sentences:

- How did you feel while making your mosaic?
- What part of the process did you enjoy the most?
- What was the most challenging part?
- What do you think of Byzantine mosaics now that you've made your own?

NAME: _____

Create a Travel Brochure

What You Will Do Create a travel brochure about the Hagia Sophia.

What You Need

- | |
|---|
| <ul style="list-style-type: none">• Folded paper• Pencil and eraser• Colored pencils, markers, or crayons |
|---|

What to Do

1. Draw the Hagia Sophia on the front of your brochure. Look closely at pictures to include important details like the large dome, minarets, and arches. Write the name of the building on the front in large, neat print.
2. On the left panel inside your brochure, describe three elements of art you notice in the Hagia Sophia. You can use elements like line, shape, color, texture, space, form, or value.
3. On the middle panel inside your brochure, write three facts about the Hagia Sophia. Try to include something about its history, architecture, and importance.
4. On the right panel inside your brochure, write one way the Hagia Sophia is similar to Roman architecture. Then write one way the Hagia Sophia is different from Roman architecture.

Reflection

Do you think the architecture of the Hagia Sophia has influenced buildings in your community? Think about buildings with domes, arches, or special decorations. Why or why not?

Unit 3 Show What You Know

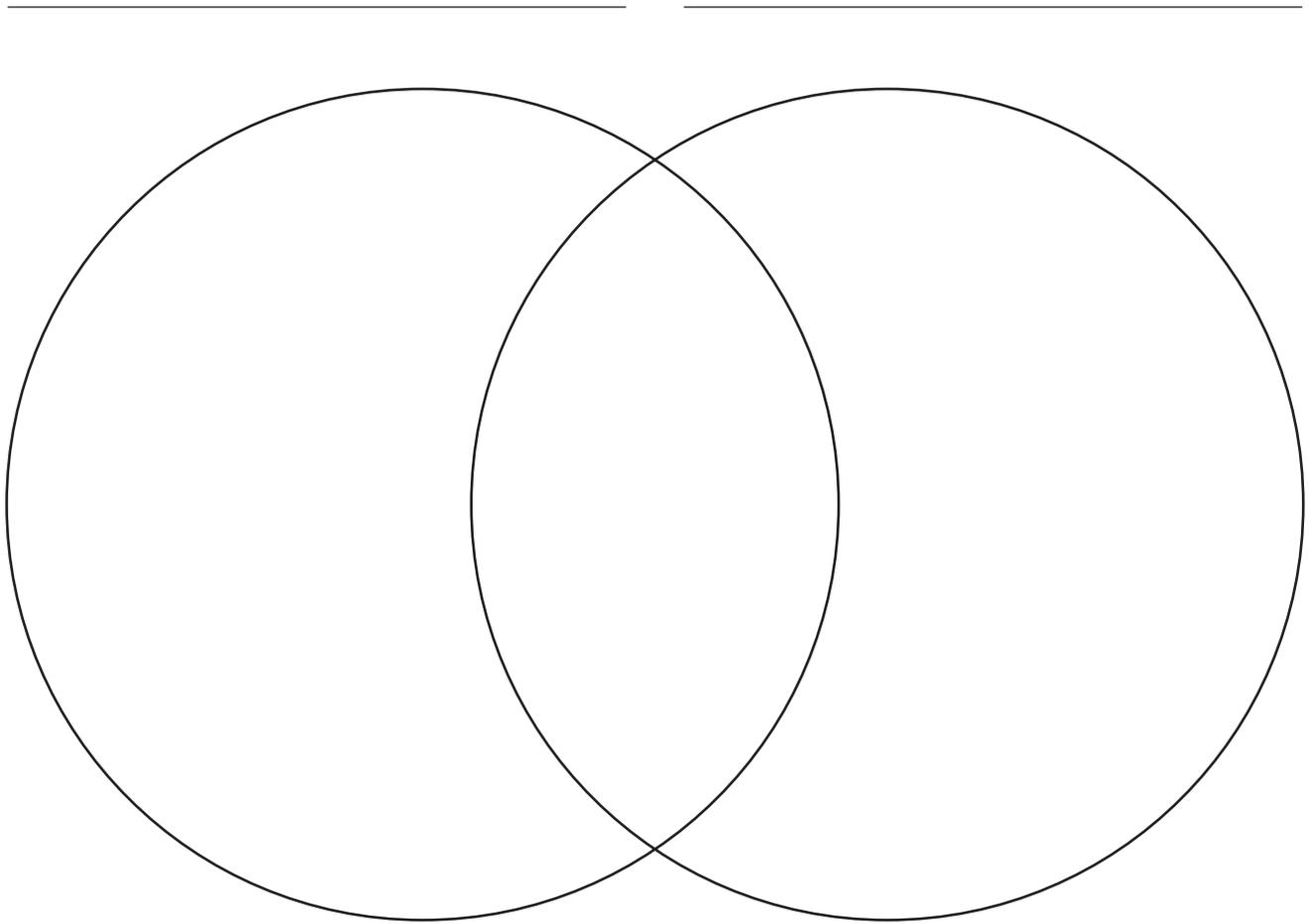
Read each sentence and the two answer choices. Choose, then write, the word that completes the sentence.

1. Romans invented the rounded _____ that helped them build strong structures.
arch / mosaic
2. The top center stone, called the _____, gives the arch its strength.
keystone / bridge
3. Artwork made with small squares of colored glass or stone is called a(n) _____.
mosaic / aqueduct
4. The Emperor Justinian built a great church called _____.
the forum / Hagia Sophia
5. The _____ is a great building in ancient Rome.
Pantheon / Empire
6. Pont du Gard is a(n) _____ built by the Romans.
aqueduct / racetrack

NAME: _____

Comparing Ancient Houses

Choose two of the ancient houses you learned about in today's class. Write the name of each house type above the circles. Then fill in the Venn diagram to compare them. You can think about materials, size, shape, texture, or other details. Use words like *thatch*, *adobe*, *round*, and *rectangular* to describe what you see.



Build a Shelter Inspired by Ancient Homes

What You Will Do Work with your group to build a shelter inspired by ancient homes.

What You Need

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Scissors• Glue• Cardboard• Duct tape | <ul style="list-style-type: none">• Twigs, small sticks, and/or toothpicks• Straw or other dried grasses | <ul style="list-style-type: none">• Twine or rope• Air-dry clay• Neutral-colored fabric or kraft paper |
|---|---|--|

What to Do

1. Work with your group to design a shelter inspired by ancient homes. You can use ideas from the drawings you made earlier in the unit or from the shelters you learned about. You may also create a new design using what you've learned.
2. Your shelter should have at least one door, sides, and a roof.
3. Use "local" materials to make your shelter. You may use some or all of the materials in the What You Need list.
4. Use glue or tape to attach your shelter to a piece of cardboard so that it can be carried.



Reflect on My Classmates' Structures

Explore

1. Study a shelter created by another student group. What elements of art do you see (such as line, shape, or texture)? What features of architecture can you identify (like doors, lintels, or roofs)?

2. What materials did they use to build their shelter? How do you think those materials helped hold the shelter together?

Reflection

- Who do you think would have lived in this shelter?
- Where do you think the shelter would have been located?
- What details about the shelter helped you decide this?

NAME: _____

Hopi Kachina Doll

Explore

1. Study the kachina doll. What clues—like the animal, colors, or decorations—tell you what was important to the Hopi people?

2. What words would you use to describe the kachina doll? Think about both how it looks and how it makes you feel.

3. How is the kachina doll similar to or different from other Hopi and Zuni artwork you observed during the lesson? Think about color, line, shape, or how the object is used.

Reflection

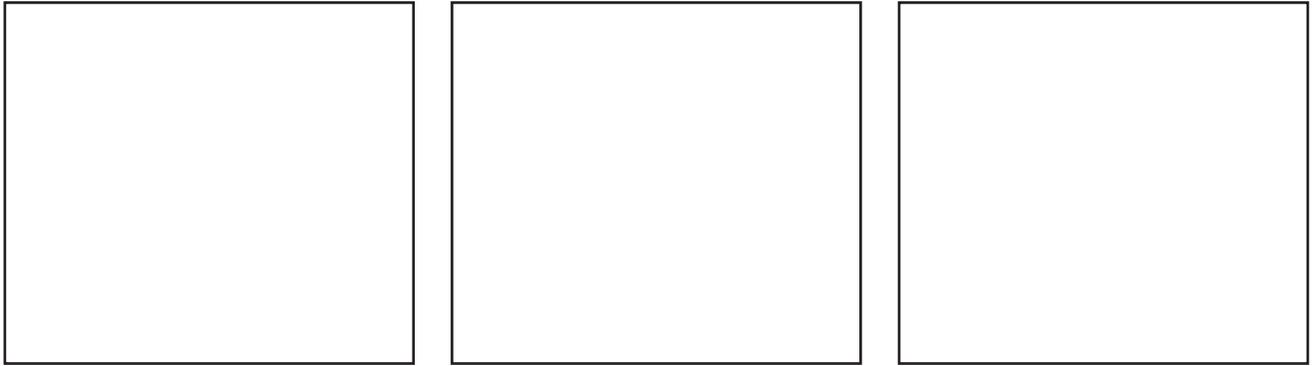
Imagine you are making a doll of your own to express something important to you. What animal, plant, or person would it show? What colors, decorations, and materials would you choose?

NAME: _____

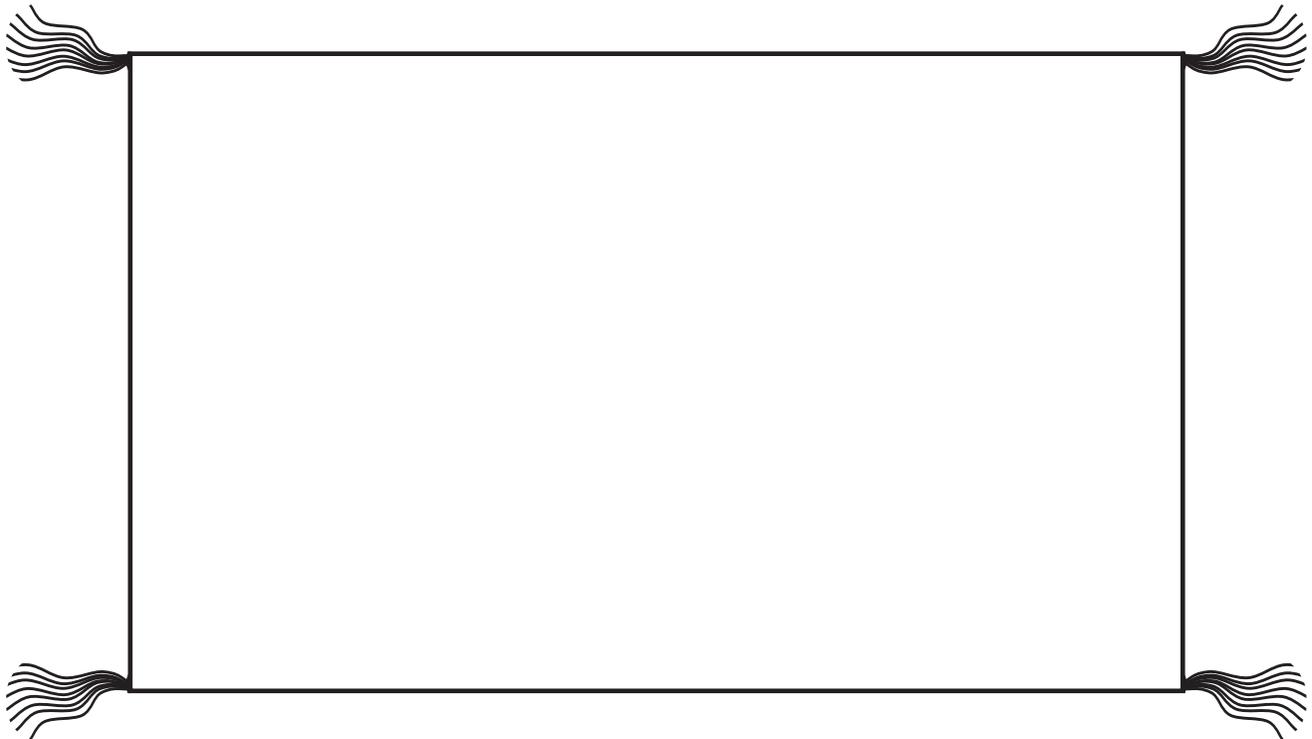
Design a Blanket

Design a blanket using symbols that represent you. Navajo blankets often use symmetry, repetition, and storytelling. Use what you have learned about the elements of art—like line, shape, and color—in your blanket design.

Step 1: Use line, shape, and color to create three symbols that represent who you are. You might show your interests, your family, your community, or something important to you.

Three empty square boxes arranged horizontally, intended for drawing symbols.

Step 2: Use the symbols you drew to design a blanket in the box below.

A large rectangular box for drawing a blanket design. The box is empty, with wavy lines at each of the four corners representing fringes.

NAME: _____

Native American Beadwork

Valise (Nellie Two Bears Gates, 1880–1910) and Native American Bracelet

Explore

1. Look at *Valise* and the Native American bracelet. How are they alike? How are they different? Think about the colors, the size, what they are used for, and how they were made.

2. Which artwork do you think took longer to make? Why?

Reflection

What do you feel when you look at the valise? How do you think the artist's relative felt when she received it as a gift? Think about the colors, the patterns, and the care it took to make.

Beading Workshop

What You Will Do Make an original design using beads.

What You Need

- Pencil
- Card stock
- Glue bottle
- Beads

What to Do

1. Use the pencil to sketch a design on the card stock. Use shapes, patterns, and symmetry. Think about the designs you've seen in Native American art. Plan how you will use color, positive and negative space, and repetition in your beading.
2. Place a small amount of glue on the card stock, starting at the middle of your design. Gently push the beads into the glue to stick them to the card stock.
3. Fill as much of the card stock as you can with your beaded design. When finished, carefully store it flat to dry.

Reflection

How is your beaded design similar to Nellie Two Bears Gates's *Valise*? How is it different? Think about colors, shapes, patterns, and the meaning or message in your design.

NAME: _____

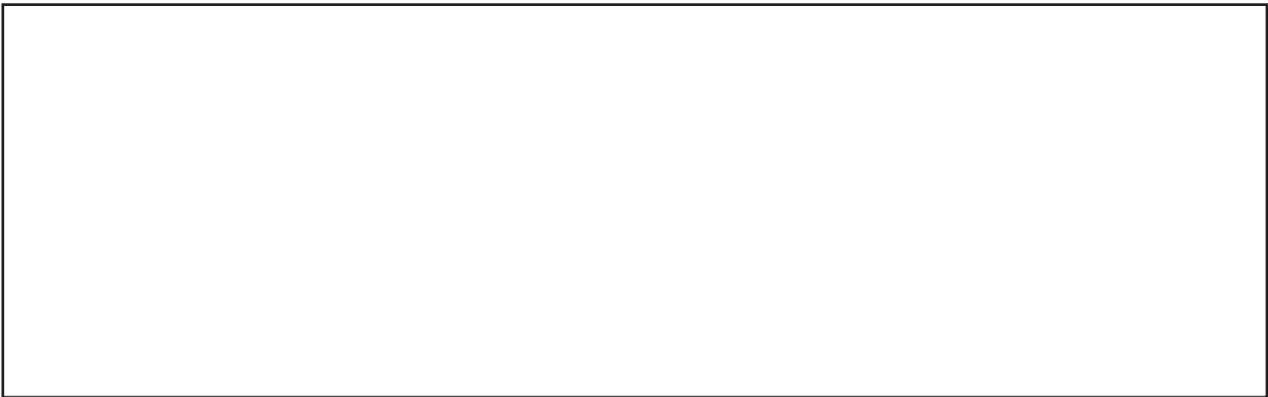
Unit 5 Show What You Know

Answer each question in a complete sentence or draw a picture to show what you know about Native American art. Label your drawings to help explain your thinking.

1. Why are there many styles of Native American art?

2. Describe some features of traditional Native American art that you learned about in the unit.

3. Draw the different shapes and forms you observed in examples of Native American art.



4. Which artwork did you enjoy learning about most? Why? Think about how it looked and how it made you feel.

A Year in Review

Explore

What similarities have you noticed about how artists from different times and places used elements of art and design? Use at least one of these words in your answer: *color*, *line*, *shape*, or *value*.

Reflection

Look through all the artworks at the end of the book. Think about the different places and time periods you've studied. Use the titles of at least two artworks in your answer to the following question:

What influenced the way people in the past made art and architecture? Do you think those same things affect artists today? Explain why.



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**Grade 3
Art Masterpieces**



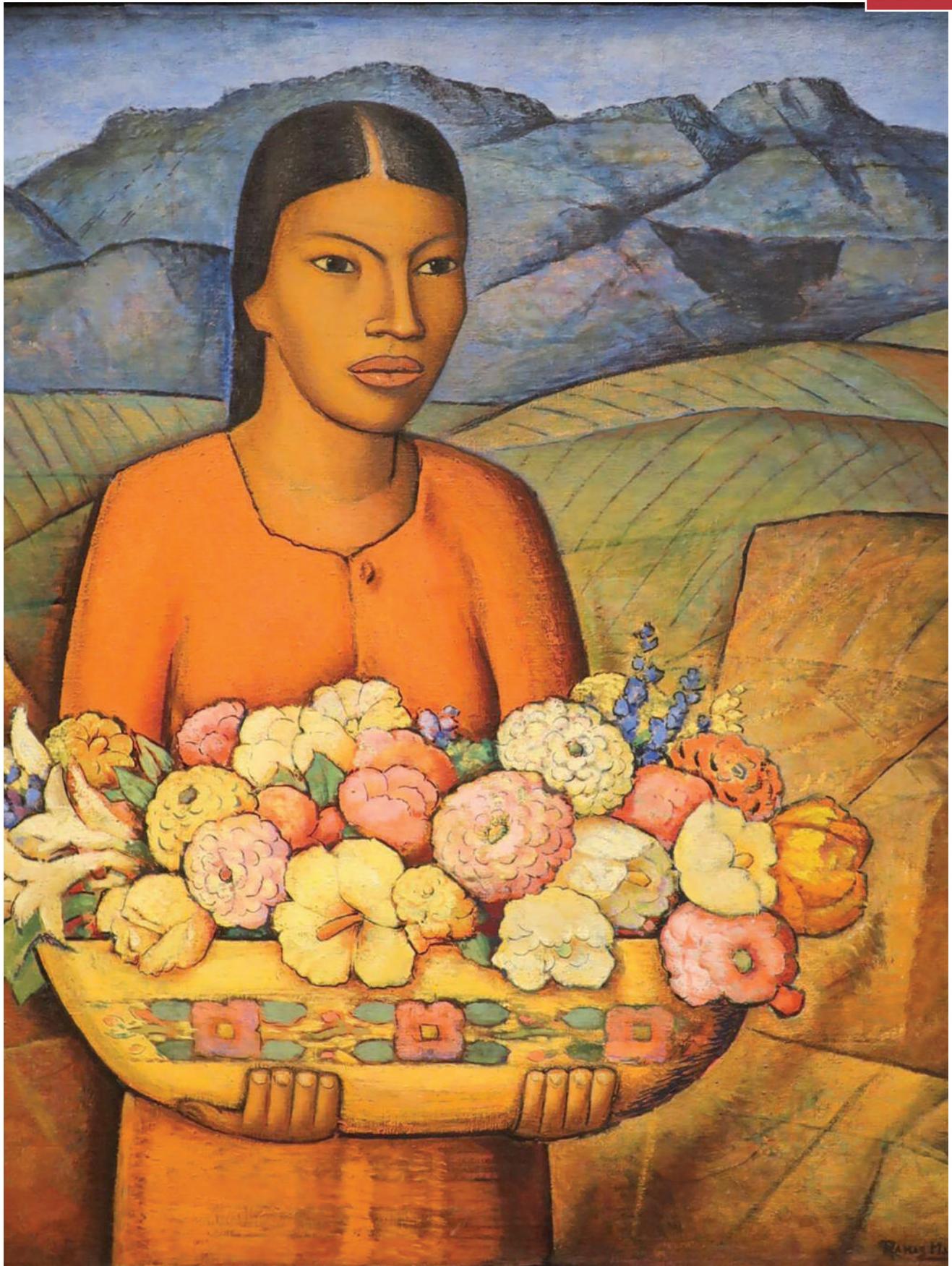
Ruby Green Singing by James Chapin



The Milkmaid by Johannes Vermeer



El jaleo by John Singer Sargent



Florida Mexicana by Alfredo Ramos Martínez



The Gleaners by Jean-François Millet



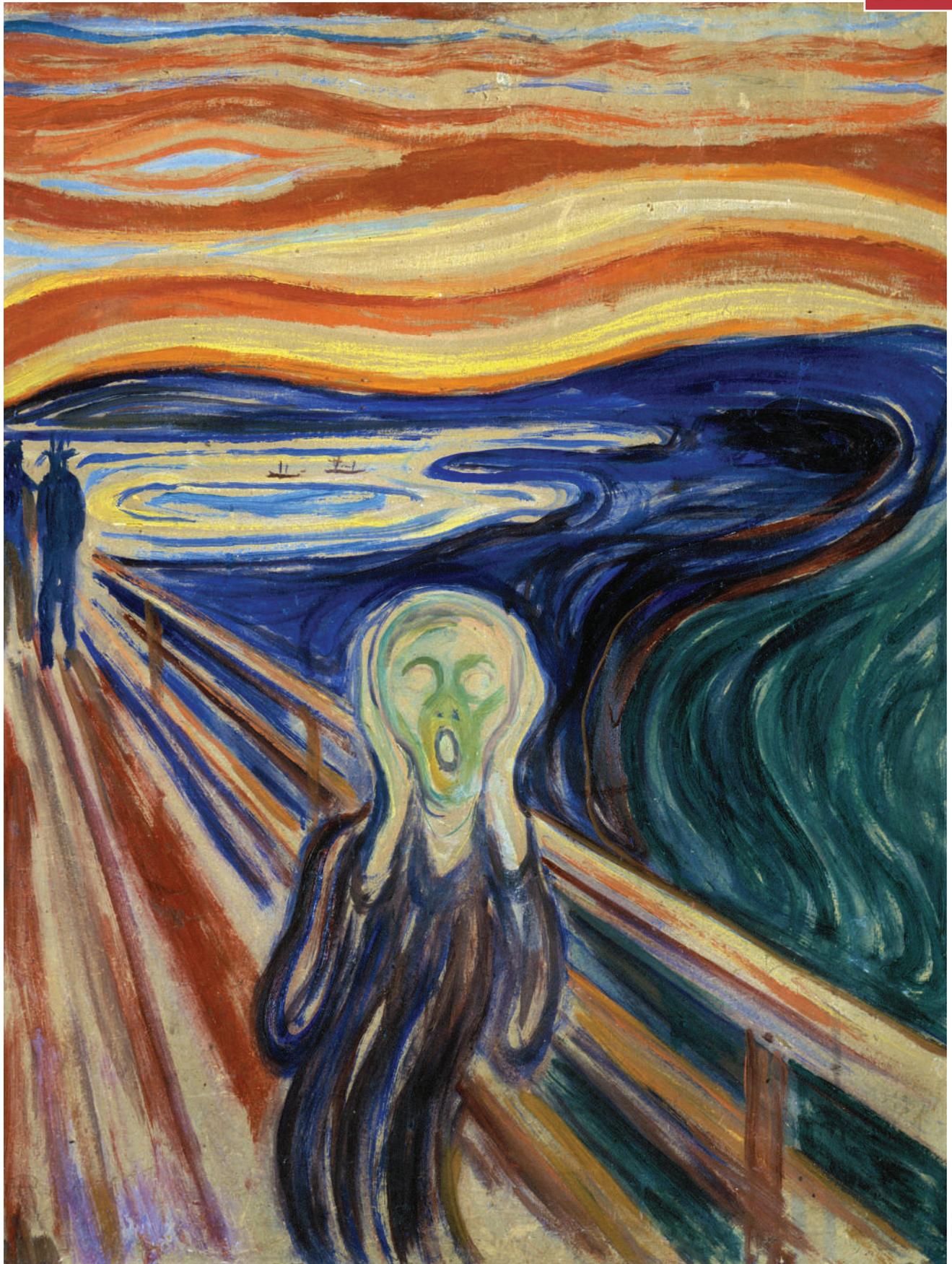
Peasant Wedding by Pieter Bruegel the Elder



The Peaceable Kingdom by Edward Hicks



The Child's Bath by Mary Cassatt



The Scream by Edvard Munch



Icarus by Henri Matisse



Pont du Gard



The Pantheon



Emperor Justinian and Members of His Court

Hagia Sophia





Neolithic Longhouse



Plains American Tipi



Hopi Kachina Doll



Navajo (Diné) Saddle Blanket



Valise by Nellie Two Bears Gates



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