



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	3
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make					S		
VA:Cr2.1 Organize and develop artistic ideas and work	S		S	S	P	P	P
VA:Cr3.1 Refine and complete artistic work.	P	S					
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.						S	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.							S
VA:Pr6.1 Convey meaning through the presentation of artistic work.							S

Responding							
VA:Re7.1 Perceive and analyze artistic work.		S	S		S		S
VA:Re8.1 Interpret intent and meaning in artistic work.	S		P	P	S		
VA:Re9.1 Apply criteria to evaluate artistic work.						S	
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		P					
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				S			

UNIT 1: Line
TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.		Content Knowledge	texture lines, movement lines, expressive line
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr3.1.3	Elaborate visual information by adding details in an artwork to enhance emerging meaning.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.3:How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr3.1.3:What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

People gain insights into meanings of artworks by engaging in the process of art criticism.

UNIT DESCRIPTION

Students will learn that lines can be used to describe texture, movement and expressions. Students will explore and expand their line vocabulary. They will learn to identify texture lines, movement lines and expressive lines within a composition and in the world around them.

Activities will include observing and recognizing texture lines, movement lines and expressive lines in art and the environment. Students will draw lines within a composition that emphasize an object's texture and/or movement. They will draw faces that use line to describe expressions. Students will create artwork using lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify texture lines, movement lines, and expressive line in artwork and the environment
- Describe how line can be used to describe texture, movement and expression
- Create a composition with lines that emphasize an object's texture and/or movement.
- Draw faces that use lines and describe the expression I create.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

Horizon line, ground

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr3.1.3	Elaborate visual information by adding details in an artwork to enhance emerging meaning.		Content Knowledge	silhouette, shadow
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.3	Speculate about processes an artist uses to create a work of art.		Content Knowledge	silhouette, shadow
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.3	Develop a work of art based on observations of surroundings.		Content Knowledge	silhouette, shadow
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr3.1.3: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Re7.1.3: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Priority-VA:Cn10.1.3:

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

UNIT ENDURING UNDERSTANDING

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will learn that shape is an element of art. They will continue to identify different kinds of basic and complex geometric shapes. Students will be introduced to the idea of a silhouette/ shadow. Students will observe, describe and explore shapes artists use to create artwork. The artworks explored will describe shapes in the environment, as well as figures showing movement and expression.

Activities will include observing and recognizing shapes in art, along with creating silhouettes of shapes and objects from the environment and/or the figure. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify that shape is an element of art
- Identify and describe what a silhouette and shadow are in artwork and the environment
- Create silhouettes of shapes and object from the environment and/or figure

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Complex geometric shapes, trapezoid

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 3: Space

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.3	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.		Content Knowledge	landscapes, still life, positive, negative, open space, detail
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Re7.2.3	Determine messages communicated by an image.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VARe8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.3.3:How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Re7.2.3: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Priority-VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Visual imagery influences understanding of and responses to the world.

People gain insights into meanings of artworks by engaging in the process of art criticism.

UNIT DESCRIPTION

Students will explore spatial relationships. They will understand and continue to use size relationships and overlapping by exploring how foreground, middle ground and background affects an objects' size and position within the space. Detail will also be introduced and studied to help define the understanding of layers.

Activities will include drawing objects within the environment that occupy space including, but not limited to, landscapes and still life arrangements. Positive, negative and open space will be explored through abstract applications. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify and describe a landscapes, still life, positive, negative, open space, and detail
- Define what detail is and how it relates to layers
- Create my own artwork that uses objects within the environment that occupy space within my landscape and still life arrangement

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Middleground

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 4: Color
TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Content Knowledge	complementary, contrast
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Re8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.3	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.2.3: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Priority- VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Cn11.1.3: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

UNIT ENDURING UNDERSTANDING

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People gain insights into meanings of artworks by engaging in the process of art criticism.

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify complementary colors. They will understand that complementary colors are contrasting colors, opposite each other on the color wheel. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination.

Activities will include creating works of art with complementary colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify that color is an element of art
- Identify and apply complementary and contrasting colors.
- Identify complementary colors.
- Recognize and describe colors in artwork and in the environment.
- Create works of art with complementary colors with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, ect.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

warm, cool, color wheel

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 5: Printmaking

TITLE: Stamping

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.3	Elaborate on an imaginative idea.		Content Knowledge	Stencil, positive space, negative space, monoprint
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Re7.2.3	Determine messages communicated by an image		Content Knowledge	

		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.3: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.3 How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.3 How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Re7.2.3: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re8.1.3: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Visual imagery influences understanding of and responses to the world.

People gain insights into meanings of artworks by engaging in the process of art criticism.

UNIT DESCRIPTION

Students will continue to explore printmaking and use a stamping technique to create an original piece of artwork. They will recognize and understand how to create a stencil to create both positive and negative space in an artwork. Students will discover how artists can create a stencil to help them convey the idea of positive (filled) space and negative (empty) space.

Activities will include creating a stencil and using various media to stamp a print which conveys both positive and negative space. Students will create a stencil to stamp one or more prints onto a background of negative space. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply stencil, positive space, negative space, and monoprint.
- Create a piece of artwork using a stamping technique.
- Create a stencil to create both positive and negative space in an artwork.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Variety, design

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.		Content Knowledge	Mobile, stabile
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Content Knowledge	Mobile, stabile
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr2.3.3	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.		Content Knowledge	Mobile, stabile
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

VA:Pr.4.1.3	Investigate and discuss possibilities and limitations of spaces, including electronics, for exhibiting artwork.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

Priority- VA:Cr2.1.3: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.3: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cr2.3.3: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Pr.4.1.3: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

UNIT DESCRIPTION

Students will develop fine motor skills using various media. They will be introduced to art and artists who create mobile and stabile sculptures. Students will understand the principle of art balance, and how it is applied in the creation of these sculptures.

Activities will include creating a mobile or stabile. Students will demonstrate proper scissor safety skills, proper use of a variety of adhesives, as well as proper methods of attachment.

Learning Targets: I CAN

- Identify and apply the terms mobile and stabile to artwork.
- Demonstrate knowledge of the principle of art balance, and how it is applied to sculptures.
- Create a mobile or stabile.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Sculpture
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.3	Create personally satisfying artwork using a variety of artistic processes and materials.		Content Knowledge	Coil, slip, score, smooth, attach
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.3	Identify exhibit space and prepare works of art including artists' statements, for presentation.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.3	Speculate about processes an artist uses to create a work of art.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

		Physical Skill	
		Product Development	
		Learning Behavior	

UNIT ESSENTIAL QUESTIONS

Priority: VA:Cr2.1.3: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.3: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.3: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Re7.1.3: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

UNIT DESCRIPTION

Students will develop and advance their manipulation skills using this medium. They will continue exploring form and texture as it relates to clay and sculpture. Activities will include an emphasis on rolling coils and constructing using this technique. Correct attachment techniques including slipping, scoring, and smoothing will be explored. Manipulation skills such as pinching and incorporating texture will be reviewed. Students will learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply coil, slip, score, smooth and attach in relation to clay.
- Demonstrate how to roll coils with clay.
- Create a piece of art using attachment techniques including slipping, scoring, and smoothing.
- Create a piece of artwork using manipulation techniques such as pinching and incorporating texture.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Pinch, form, texture

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.