







Key Content Standards Grade Three

Dance	Music	Theatre	Visual Arts
 <p>1.1 <i>(Artistic Perception)</i> Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).</p> <p>1.3 <i>(Artistic Perception)</i> Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</p> <p>2.6 <i>(Creative Expression)</i> Compare and contrast the role of the performer with that of a member of the audience.</p> <p>2.8 <i>(Creative Expression)</i> Create, memorize, and perform original movement sequences with a partner or a small group.</p> <p>3.3 <i>(Historical and Cultural Context)</i> Explain the function of dance in ceremonial and social community events in Native American cultures.</p>	 <p>1.1 <i>(Artistic Perception)</i> Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</p> <p>1.3 <i>(Artistic Perception)</i> Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</p> <p>2.2 <i>(Creative Expression)</i> Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.</p> <p>4.3 <i>(Aesthetic Valuing)</i> Describe how specific musical elements communicate particular ideas or moods in music.</p>	 <p>1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as <i>character, setting, conflict, audience, motivation, props, stage areas, and blocking</i>, to describe theatrical experiences.</p> <p>2.1 <i>(Creative Expression)</i> Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.</p> <p>3.1 <i>(Historical and Cultural Context)</i> Dramatize different cultural versions of similar stories from around the world.</p> <p>4.1 <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p>	 <p>1.3 <i>(Artistic Perception)</i> Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <p>1.4 <i>(Artistic Perception)</i> Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</p> <p>2.4 <i>(Creative Expression)</i> Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p> <p>3.2 <i>(Historical and Cultural Context)</i> Identify artists from his or her own community, county, or state and discuss local or regional art traditions.</p>

Grade Three Content Standards

Component Strand: 1.0 Artistic Perception

<p>Dance</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</p>	<p>Music</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</p>	<p>Theatre</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>Visual Arts</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p>
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).</p> <p>1.2 Demonstrate the ability to start, change, and stop movement.</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</p> <p>1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Describe dance elements used in personal work and that of others.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</p> <p>1.2 Read, write, and perform pentatonic patterns, using solfege.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</p> <p>1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.</p> <p>1.5 Describe the way in which sound is produced on various instruments.</p> <p>1.6 Identify simple musical forms (e.g., AABA, AABB, round).</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify who, what, where, when, and why (the five Ws) in a theatrical experience.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe rhythm and movement in works of art and in the environment.</p> <p>1.2 Describe how artists use tints and shades in painting.</p> <p>1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <p>1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.</p>

Grade Three Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.</p> <p>2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.</p> <p>2.4 Create a wide variety of shapes and movements, using different levels in space.</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.5 Perform dances to communicate personal meaning, using focus and expression.</p> <p>2.6 Compare and contrast the role of the performer with that of a member of the audience.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).</p> <p>2.8 Create, memorize, and perform original movement sequences with a partner or a small group.</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.</p> <p>2.3 Play rhythmic and melodic ostinatos on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Create short rhythmic and melodic phrases in question-and-answer form.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1 Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Explore ideas for art in a personal sketchbook.</p> <p>2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</p> <p>2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p> <p>2.5 Create an imaginative clay sculpture based on an organic form.</p> <p>2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.</p>

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Component Strand: 3.0 Historical and Cultural Context

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Describe commonalities among and differences between dances from various countries.</p> <p>3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).</p> <p><i>History and Function of Dance</i></p> <p>3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.</p> <p>3.4 Describe how costumes and shoes influence dance movement.</p> <p><i>Diversity of Dance</i></p> <p>3.5 Name and demonstrate dances of Native Americans.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Identify the uses of music in various cultures and time periods.</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing memorized songs from diverse cultures.</p> <p>3.3 Play memorized songs from diverse cultures.</p> <p>3.4 Identify differences and commonalities in music from various cultures.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Dramatize different cultural versions of similar stories from around the world.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify universal themes in stories and plays from different periods and places.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.</p> <p>3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.</p> <p>3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).</p> <p>3.5 Write about a work of art that reflects a student's own cultural background.</p>

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Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).</p> <p>4.2 Explain and demonstrate what it means to be a good audience member.</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Select and use specific criteria in making judgments about the quality of a musical performance.</p> <p><i>Derive Meaning</i></p> <p>4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</p> <p>4.3 Describe how specific musical elements communicate particular ideas or moods in music.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare the content or message in two different works of theatre.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.</p> <p>4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.</p>

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Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways—maps and grids; geometric shapes—body shapes).</p> <p>5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.</p> <p>5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify what musicians and composers do to create music.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Describe how costumes contribute to the meaning of a dance.</p> <p>5.2 Write a poem or story inspired by their own works of art.</p> <p><i>Visual Literacy</i></p> <p>5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.</p>

 Indicates a key content standard for the grade level. See page 23 for information on key content standards.