

State Goal 25: Know the Language of the Arts:

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, differences, and connections in and among the arts.

National Standards for Arts Education: Students should know and be able to develop and present basic analyses of works of art. Students should know and be able to relate various types of arts knowledge and skills within and across the arts disciplines.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE</p> <p>Critical for Mastery at Grade 3: 3.25A.01 Identify and describe basic locomotor and nonlocomotor movements in personal and peer performances.</p>	<ul style="list-style-type: none"> • Describe movements on different bases of support, e.g., feet, knees, seat, side, back, stomach. 	<p>Physical Education: Perform a variety of yoga poses.</p>
<p>3.25A.02 Distinguish among spatial factors.</p>	<ul style="list-style-type: none"> • Tell how direction, level, size, and shape contribute to the understanding of the dance and its characteristics. 	<p>Physical Education: Perform simple dances and explain the spatial factors.</p>
<p>3.25A.03 Describe quick/slow, strong/light movements in personal and peer performances.</p>	<ul style="list-style-type: none"> • Explain and demonstrate movements; tell how these enhance/affect the performance. 	
<p>3.25A.04 Create and demonstrate dances showing an understanding of AB form and logical sequencing.</p>	<ul style="list-style-type: none"> • Point out the AB form in a dance (or drama or piece of music). • Experience primary dance forms, e.g., ballet, folk, jazz, tap, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.25A.05 Structure movements into dance phrases and sections.</p>	<ul style="list-style-type: none"> • Create a movement sequence with a beginning, middle, and end both with and without rhythmic accompaniment. 	<p>Literature: Group students to create and perform a dance that coincides with the beginning, middle, and end of a story. Music: Use melody/rhythm as inspiration for movement.</p>
<p>3.25A.06 Identify specific actions, gestures, and changes in movements that communicate feelings and ideas.</p>	<ul style="list-style-type: none"> • Demonstrate personal kinesthetic awareness, concentration, and focus in performing movement skills. • Create shapes at low, middle, and high levels. • Create/perform a dance based on a personal idea and/or ideas from other sources. • Apply creativity in using the dance to communicate meaning; describe the elements intentionally used to convey meaning. • React to and/or interpret a dance using appropriate dance vocabulary. 	<p>Physical Education: Create a dance that combines movement from three different sports.</p>
<p>DRAMA</p> <p>Critical for Mastery at Grade 3: 3.25A.01 Explain the difference between performance and audience space.</p>	<ul style="list-style-type: none"> • Describe the differences in space for performing and observing. • Demonstrate various ways to stage classroom dramatizations; describe how each choice influences the meaning of the drama. 	<p><i>“The arts represent man’s best work. Our children ought to have access to the intellectual and cultural capital of our culture.”</i> Eliot Eisner</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.25A.02 Explain how movement and sound are used in drama/theatre to communicate ideas and characters.</p>	<ul style="list-style-type: none"> • View “silent film;” compare and contrast this with an audio-enhanced film. 	<p>Visual Arts: Cut/tear colored paper shapes into recognizable objects and arrange and paste these into a story.</p>
<p>3.25A.03 Suggest alternative dialogue and/or actions to complete or change a story.</p>	<ul style="list-style-type: none"> • Use research, print, and non print sources to inform scriptwriting. • Create a new ending for a familiar story. • Collaborate with others to plan and prepare improvisations. 	
<p>3.25A.04 Identify the plot, character, setting, problem/ resolution, and message of a drama.</p>	<ul style="list-style-type: none"> • Listen to/observe a dramatic presentation and identify the appropriate elements. • Use research, print, and non print sources to inform acting. 	
<p>3.25A.05 Identify emotions communicated through body language choices.</p>	<ul style="list-style-type: none"> • Wear a mask and use the body to communicate feelings, etc. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 3:</p> <p>3.25A.01 Replicate the beat in a musical composition.</p>	<ul style="list-style-type: none"> • Clap/march in place to a familiar song. • Mimic a beat using voice, body, or musical instrument. 	<p>Mathematics: Choose symbols to represent the different beats; write beat patterns.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.25A.02 Identify simple music forms when presented aurally.</p>	<ul style="list-style-type: none"> • Listen to/recognize simple AA, AB and ABA forms and rondo. 	
<p>Significant to Develop at Grade 3: 3.25A.03 Identify different sensory elements that create a mood, emotion, or idea in a simple musical selection.</p>	<ul style="list-style-type: none"> • Identify a sensory element through a facial/bodily expression, emotion, or idea; describe how one of the elements contributes to the expressive quality of the selection. • Recognize, by sound, a variety of cultural and ethnic musical selections, e.g., folk, jazz, patriotic, country, etc. 	<p>Visual Arts: Select photographs and tell how each describes mood/emotion.</p>
<p>VISUAL ARTS Critical for Mastery at Grade 3: 3.25A.01 Distinguish between continuous and broken lines.</p>	<ul style="list-style-type: none"> • Use simple lines (broken/continuous) to draw/paint self and others. 	<p><i>“The arts are an integral part of our lives and have often been pivotal in reinvigorating our national spirit.”</i> Barbara Jordan</p>
<p>3.25A.02 Describe line direction.</p>	<ul style="list-style-type: none"> • Describe horizontal, vertical, and diagonal lines. • Find examples of broken/continuous lines, horizontal, vertical, and diagonal lines in the real world. 	<p>Social Studies: Go on an architectural walk; find horizontal, vertical, and diagonal lines in the neighborhood.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.25A.03 Distinguish among foreground, middle ground, and background.</p>	<ul style="list-style-type: none"> • In any given media, e.g., photograph, poster, drawing, painting, show the foreground, middle ground, and background. • Create a 2-D work of art that shows the foreground, middle ground, and background. 	
<p>3.25A.04 Identify the horizon in a given art work.</p>	<ul style="list-style-type: none"> • Mark the horizon line in several different works of art. • Create a drawing with a horizon. 	
<p>3.25A.05 Describe symmetrical and asymmetrical balance.</p>	<ul style="list-style-type: none"> • Use common objects to describe symmetrical and asymmetrical balance, e.g., butterfly, starfish, etc. • Create balance/repetition in a stamp-printed design; use color, shapes, texture. 	<p>Science: Identify natural objects as symmetrical/asymmetrical.</p>
<p>Significant to Develop at Grade 3: 3.25A.06 Give examples of organic and person-made shapes in the visual environment.</p>	<ul style="list-style-type: none"> • Distinguish between free-form and geometric shapes; tell which free-forms are person made or nature made. 	
<p>3.25A.07 Select examples of neutral colors found in nature.</p>	<ul style="list-style-type: none"> • Identify neutral colors found in nature, e.g., clouds, tree bark, rocks. 	<p>Science: Go on a nature walk to observe the neutral colors.</p>
<p>3.25A.08 Match given texture to surfaces and objects.</p>	<ul style="list-style-type: none"> • Identify textures, e.g., dragons, cats, weather, the ocean. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.25A.09 Recognize the mood or emotion in two or more art works with the same subject.</p>	<ul style="list-style-type: none"> • Observe two or more works of art; tell how the mood/emotion is similar or different; explain why. 	<p>Literature: Read two short stories; tell how the mood/emotion is similar/different.</p>
<p>3.25A.10 Classify a group of art works according to subject.</p>	<ul style="list-style-type: none"> • Distinguish/group art works among portrait, landscape, seascape, still life, and symbolic works of art. • Discuss similarities and differences in the art works, materials, and techniques. 	
<p>DANCE/DRAMA/MUSIC/VISUAL ARTS</p> <p>Significant to Develop at Grade 3:</p> <p>3.25B.01 Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea.</p>	<ul style="list-style-type: none"> • Explore the content/message of a work of art. • Show how the subject matter of different art forms can be the same. • Show how emotions and/or mood are expressed in different art forms. • Understand that viewer responses to the same work of art can differ due to personal knowledge and experience. • Describe/contrast how different artists observed/ interpreted the world around them using various elements, principles, qualities. 	<p><i>“Coming to understand a painting or a symphony in an unfamiliar style, to recognize the work of an artist or school, to see or hear in new ways, is as cognitive an achievement as learning to read or write or add.”</i></p> <p style="text-align: right;">Nelson Goodman</p>
<p>3.25B.02 Compare the use of sound, movement, action, or visual images to express similar ideas.</p>	<ul style="list-style-type: none"> • Examine art from the past and present, and from Western and non-Western cultures. 	

State Goal 26: Through creating and performing, understand how works of art are produced:

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

National Standards for Arts Education: Students should be able to communicate at a basic level in the four arts disciplines.
 Students should be able to communicate proficiently in at least one art form.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE</p> <p>Critical for Mastery at Grade 3: 3.26A.01 Understand that the body must remain healthy to be an appropriate tool for dance.</p>	<ul style="list-style-type: none"> • Discuss ways to maintain a healthy body. 	<p>Science: Health: Identify and discuss good nutrition and healthy care of body.</p>
<p>3.26A.02 Create and perform sequences/phrases that demonstrate the elements.</p>	<ul style="list-style-type: none"> • Perform step patterns, with others, in response to varied music and rhythms. 	
<p>3.26B.01 Create moving transitions among a series of shapes on different levels.</p>	<ul style="list-style-type: none"> • Perform, using a series of shapes at low, middle, and high levels, and create moving transitions among them. • Demonstrate movements in straight and curved pathways. 	
<p>Significant to Develop at Grade 3: 3.26B.02 Perform folk dances representative of a variety of cultures.</p>	<ul style="list-style-type: none"> • Learn the patterns/movements to participate in folk dancing. 	<p>Social Studies: Include folk/ethnic dancing and other manifestations of culture in studies.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
3.26B.03 Describe processes used when creating dances.	<ul style="list-style-type: none"> Describe how ideas are communicated through movement, e.g., imagining, visualizing, problem-solving, etc. 	
Useful to Know at Grade 3: 3.26B.04 Improvise, create, and perform dances using a variety of resources: voice sounds, body sounds, stories, poetry, images, props, and music.	<ul style="list-style-type: none"> Identify specific movements that can be applied in response to words, sounds, pictures, props, and/or stories, e.g., clapping, patting, finger snapping. Perform a variety of dance movements. Tell a story through movement to music. 	Religion: Investigate how dance enhances worship. Create a dance to be performed for a special liturgy or with a particular church hymn.
DRAMA Critical for Mastery at Grade 3: 3.26A.01 Connect the three primary tools to skills learned.	<ul style="list-style-type: none"> Describe how the primary tools of mind, body, and voice connect to enhance a drama. 	
3.26B.01 Interact with other characters using safe and appropriate movements and dialogue in an improvised/practiced/ and or rehearsed drama. 3.26B.02 Demonstrate the skills of listening, observing, and concentrating.	<ul style="list-style-type: none"> Participate appropriately and safely with others in improvised, rehearsed, or practiced drama. Tell how each of the skills is developed/ practiced and how each supports performance and production. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
3.26B.03 Demonstrate movement, use of space, vocal sounds, and spoken text in an individual and group drama.	<ul style="list-style-type: none"> • Participate in a class play and demonstrate movement, use of space, spoken text, and vocal sounds. 	
Significant to Develop at Grade 3: 3.26B.04 Construct a scene with a definite beginning, middle, and end.	<ul style="list-style-type: none"> • Create/develop appropriate scenery and staging for a play. • Create/develop a specific scene to enhance/embellish a story. 	
MUSIC Critical for Mastery at Grade 3: 3.26A.01 Identify orchestra/band instruments visually.	<ul style="list-style-type: none"> • Identify both types of instruments correctly. 	
3.26A.02 Classify voices by range.	<ul style="list-style-type: none"> • Identify/classify voices, i.e., soprano, alto, tenor, bass correctly. 	
3.26A.03 Echo, read, and/or write accurately patterns with whole, half and quarter notes and rests in 2/4, 3/4, and 4/4 meter signatures.	<ul style="list-style-type: none"> • Identify note values and rests. • Use knowledge of musical notation to show patterns, read, and/or write notes and meter correctly. 	
3.26.B.01 Sing or play accurately simple pitch notation in the treble clef using a symbol system.	<ul style="list-style-type: none"> • Play and/or sing accurately in the treble clef using a symbol system, e.g., numbers, syllables, letters, etc., to read simple pitch/notation (in major keys). 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 3: 3.26B.02 Sing on pitch or play on classroom instruments songs of various cultures.</p>	<ul style="list-style-type: none"> • Use note syllables to sing scales and specific intervals. • Identify ascending/descending melody lines. • Perform simple rhythms, melodies, chord patterns, and/or echo short rhythms/ melodies patterns accurately and independently on classroom instruments. • Respond to the cues of a conductor when performing in a group. 	
<p>3.26B.03 Improvise melodic and/or rhythmic accompaniments for songs of various cultures.</p>	<ul style="list-style-type: none"> • Compose new/different melodies and rhythms for songs of various cultures. • Sing simple harmony; maintain own part in round/partner songs. 	
<p>Useful to Know at Grade 3: 3.26B.04 Create short songs or instrumental pieces within specified guidelines.</p>	<ul style="list-style-type: none"> • Create/arrange short songs/ instrumental pieces within specified guidelines to accompany reading dramatizations. • Compose an original piece using environmental/electronic/invented sound sources. • Write a poem, additional/new verses, or haiku with a melody or with rhythmic accompaniment. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 3: 3.26A.01 Match the materials, tools, and processes used in painting, drawing, and constructing.</p>	<ul style="list-style-type: none"> • Match materials, tools, and processes appropriately; recognize the differences among the three; tell how each prompts different viewer responses. 	
<p>3.26A.02 Explain how to use and care for art making tools and media when creating 2-D and 3-D art work.</p>	<ul style="list-style-type: none"> • Compare/differentiate among the tools and materials used to create 2-D and 3-D art works. • Demonstrate the care and responsible use of materials and tools. 	
<p>3.26A.03 Identify photos, paintings, weaving, prints, ceramics, and sculpture.</p>	<ul style="list-style-type: none"> • Name photos, painting, weaving, prints, ceramics, and sculpture correctly. 	<p>Religion: Identify/discuss religious works of art.</p>
<p>3.26B.01 Select and skillfully use a variety of materials, mixed media, and tools to create a composition containing subject matter.</p>	<ul style="list-style-type: none"> • Create a composition from collected items, e.g., pebbles, shells, glass, stones, wood, beads. 	
<p>3.26B.02 Draw from natural objects using monochromatic color scheme.</p>	<ul style="list-style-type: none"> • Use objects, e.g., figure, animals, fish to draw a monochromatic work of art. 	<p>Science: Draw an animal in its appropriate environment.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 3: 3.26B.03 Create the illusion of depth in a 2-D art work.</p>	<ul style="list-style-type: none"> • Create depth in a 2-D work of art, e.g., overlap, size change, placement. 	
<p>3.26B.04 Create a sculpture using additive/subtractive processes.</p>	<ul style="list-style-type: none"> • Demonstrate additive and subtractive processes when creating 3-D objects in a variety of materials, e.g., clay, paper, and found objects. 	
<p>3.26B.05 Create a composition expressing a personal idea from observation, research, or imagination.</p>	<ul style="list-style-type: none"> • Describe how personal experience influences choice of subject matter, symbols, and ideas in the creation/development of works of art. • Make something useful beautiful. 	<p><i>“All art, whether it pleases us or not, helps to add color, excitement, joy, or sadness and, most often, a sense of awe to our life’s experience.”</i></p> <p style="text-align: right;">Henry O. Dormann</p>

State Goal 27: Understand the role of the arts in civilizations, past, and present.

- A. Analyze how the arts function in history, society, and in every day life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

National Standards for Arts Education: Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE/DRAMA MUSIC/VISUAL ARTS</p> <p>Critical for Mastery at Grade 3: 3.27A.01 Distinguish between appropriate and inappropriate audience behaviors.</p>	<ul style="list-style-type: none"> • Describe the audience at a school assembly using best case/worst case scenarios. 	
<p>3.27A.02 React to performances/art works in a respectful, constructive, and supportive manner.</p>	<ul style="list-style-type: none"> • Learn to offer comments, criticisms, compliments of performances and art works. • Develop and apply an art vocabulary in discussions. 	
<p>3.27A.03 Describe occupations that are related to the arts.</p>	<ul style="list-style-type: none"> • Describe occupations, e.g., actor, director, playwright, designer with drama. 	<p>Social Studies: Explore careers in the arts.</p>
<p>3.27A.04 Match the types of occupations with their art form</p>	<ul style="list-style-type: none"> • Match occupations with art forms, e.g., photographer, illustrator, composer, playwright, choreographer, architect. 	
<p>3.27A.05 Compare the ways the arts are used in a celebration.</p>	<ul style="list-style-type: none"> • Describe/compare how art is practiced in unique forms by all cultures. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>3.27A.06 List the things that artists make or do when they communicate through the arts.</p>	<ul style="list-style-type: none"> • Tell how pictures, songs, advertisements, stories, movements, buildings, etc., communicate an idea(s). 	
<p>3.27A.07 Point out the ways the arts are used for personal time and enrichment.</p>	<ul style="list-style-type: none"> • Explain how concerts, plays, exhibits, broadcasts, social dances, choirs, private lessons, etc., are used for personal enrichment. 	
<p>Significant to Develop at Grade 3: 3.27B.01 Identify cultural characteristics of a work of art.</p>	<ul style="list-style-type: none"> • Identify cultural characteristics of works of art, e.g., masks, costumes, banners, songs, dances, etc. 	<p>Social Studies: Compare and contrast artifacts, e.g., masks across cultures, various ethnic instruments, dances, etc.</p>
<p>3.27B.02 Describe how the arts inform viewers about people and events from history.</p>	<ul style="list-style-type: none"> • Describe how history/culture can influence the creation of works of art in each of the art disciplines. • Describe how artists portray the many sides of people/human nature and express their values/beliefs through their works of art. • Tell how artists record/comment on the times in which they lived. 	
<p>3.27B.03 Name significant artists in dance, drama, music, or visual art.</p>	<ul style="list-style-type: none"> • Identify significant artists in each of the disciplines; describe basic facts about their lives; identify at least one major work of the artist. 	