

Grade 3

Adopted 2016

Dance

Create: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine dance works.

1. Demonstrate willingness to take turns leading and following when creating dance with others. [3.D.CR.1](#)
2. Experiment with a variety of self-identified stimuli for movement, and explore a given movement problem by improvising, selecting, and demonstrating possible solutions. [3.D.CR.2](#)
3. Improvise and create a dance phrase, alone or with others, that expresses and communicates an idea or feeling. [3.D.CR.3](#)
4. Identify and experiment with ways to manipulate a dance phrase, discuss the effect of movement choices, and revise in response to feedback. [3.D.CR.4](#)

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

1. Cooperate with a partner or other dancers to safely change levels, directions, and pathway designs in near-, mid-, and far-range movement. [3.D.P.1](#)
2. Demonstrate shapes with positive and negative space. [3.D.P.2](#)
3. Replicate body shapes, movement characteristics, and movement patterns with self-awareness and body control. [3.D.P.3](#)
4. Combine locomotor and non-locomotor movements for skill development. [3.D.P.4](#)
5. Respond in movement to even and uneven rhythms. [3.D.P.5](#)
6. Identify, perform and describe movements and phrases with contrasting energy and dynamics. [3.D.P.6](#)
7. Recall movement sequences with a partner or in group dance activities. [3.D.P.7](#)
8. Apply constructive feedback from teacher, peers, and self to improve dance skills. [3.D.P.8](#)
9. Use performance etiquette and performance practices during class, rehearsal, and performance and explore simple production elements and vocabulary. [3.D.P.9](#)

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

1. Use basic terminology to describe movement characteristics and patterns, select specific movement cues, and explain how they relate to the main idea of the dance. **3.D.R.1**
2. Select dance movements from specific genres, styles or cultures, and identify and describe the movement characteristics that make dance artistic. Discuss why the movements were chosen. **3.D.R.2**

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Respond to a dance work using a set of questions, create movement using ideas from responses, and explain how certain movements express a specific idea. **3.D.CO.1**
2. Connect a work of dance with a personal experience. **3.D.CO.2**
3. Find a relationship between movement in a dance and the culture where it originated; explain what the movements communicate about key aspects of the culture. **3.D.CO.3**

Drama

Create: Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works.

1. Develop imagination to create artistic ideas and work. **3.T.CR.1**
2. Arrange the physical playing space to communicate mood, time, and locale. **3.T.CR.2**
3. Write or record simple dramas that include the five Ws of who, what, where, when and why. **3.T.CR.3**
4. Define roles, identify responsibilities, and participate in group decision making. **3.T.CR.4**
5. Create character through imagination, physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation. **3.T.CR.5**

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

1. Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and discover how choices shape believable and sustainable drama/theatre work. **3.T.P.1**
2. Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble. **3.T.P.2**
3. Observe, listen, and respond in character to other actors. **3.T.P.3**
4. Use body to communicate meaning through space, shape, energy, and gesture. **3.T.P.4**
5. Use voice to communicate meaning through volume, pitch, tone, rate, and clarity. **3.T.P.5**
6. Use imagination to support artistic choices. **3.T.P.6**
7. Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations. **3.T.P.7**
8. Develop audience awareness using and understanding stage directions and basic blocking techniques. **3.T.P.8**
9. Share dramatic play and guided drama experiences within the classroom or with invited guests. **3.T.P.9**

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Demonstrate audience skills of observing attentively and responding appropriately. **3.T.R.1**
2. Share personal responses about classroom dramatizations and performances. **3.T.R.2**
3. Identify what drama is and how it happens. **3.T.R.3**
4. Give and accept constructive feedback and use selective criteria to evaluate what is seen, heard, and understood in dramatizations. **3.T.R.4**

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences. **3.T.CO.1**
 2. Read, listen to and tell stories from a variety of cultures, genres, and styles; and identify historical, global, and social issues and connect them through a drama/theatre work. **3.T.CO.2**
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Music

Create: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works.

1. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using a specific tone set and simple meters. [3.M.CR.1](#)
2. Select and demonstrate musical ideas to express intent while connecting to purpose and context, and organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas. [3.M.CR.2](#)
3. Evaluate and refine work, apply teacher-provided criteria and collaboratively developed guidelines and feedback, and present the final version of created music and describe connection to expressive intent. [3.M.CR.3](#)

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

1. Explain how the selection of music to perform is influenced by personal interest, purpose, and context. [3.M.P.1](#)
2. Explore the effects of various dynamic levels, tempos, and articulations. [3.M.P.2](#)
3. With guidance, discuss and explore expressive elements in music to be performed. [3.M.P.3](#)
4. Sing folk, traditional, and call-and-response songs in tune, with good vocal tone. [3.M.P.4](#)
5. Respond to visual representations of melodic contour and simple melody patterns. [3.M.P.5](#)
6. Perform two- and three-part pentatonic rounds, partner songs and rhythmic or pentatonic ostinatos. [3.M.P.6](#)
7. Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments. [3.M.P.7](#)
8. Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns. [3.M.P.8](#)
9. Respond musical terms and markings for tempo. [3.M.P.9](#)
10. Demonstrate persistence and cooperation in refining performance pieces. [3.M.P.10](#)
11. Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop and stay together; and demonstrate performance decorum. [3.M.P.11](#)

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Listen to and interact with a variety of contrasting music. [3.M.R.1](#)
2. Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality. [3.M.R.2](#)
3. Demonstrate audience etiquette appropriate for the context and venue. [3.M.R.3](#)
4. Describe feelings or imagery conveyed by a music selection. [3.M.R.4](#)
5. Identify and describe elements that make contrasting music selections different from each other. [3.M.R.5](#)
6. Explore/express feelings conveyed by a music selection through movement or drawing. [3.M.R.6](#)
7. Compare personal interpretation of a music selection with composer's intent. [3.M.R.7](#)
8. Choose individually or as a class which piece is most interesting, and identify elements which elicit interest in music selections. [3.M.R.8](#)

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Describe how music relates to personal, social, emotional, and intellectual development; use life experience and additional content knowledge to inspire and respond to music and deepen understanding of another content area through music. [3.M.CO.1](#)
2. Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition. [3.M.CO.2](#)

Visual Arts

Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.

1. Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. [3.V.CR.1](#)
2. Create a personally satisfying artwork using a variety of artistic processes and materials. [3.V.CR.2](#)
3. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. [3.V.CR.3](#)
4. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. [3.V.CR.4](#)
5. Elaborate visual information by adding details in an artwork to enhance emerging meaning. [3.V.CR.5](#)

Present: Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

1. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. **3.V.P.1**
2. Identify exhibit space and prepare works of art, including artists' statements, for presentation. **3.V.P.2**
3. Identify and explain how and where different cultures record and illustrate stories and history of life through art. **3.V.P.3**

Respond: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

1. Contemplate about the processes an artist uses to create a work of art, and determine messages communicated by an image. **3.V.R.1**
2. Analyze use of media to create subject matter, characteristics of form and mood. **3.V.R.2**
3. Evaluate an artwork based on given criteria. **3.V.R.3**

Connect: Students will relate artistic skills, ideas and work with personal meaning and external context.

1. Develop a work of art based on observations of surroundings. **3.V.CO.1**
2. Recognize that responses to art change, depending on knowledge of the time and place in which it was made. **3.V.CO.2**