

Grades 3, 4, 5

Adopted 2007

Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify and describe the dance concepts of space, time, energy, and composition form.

- a. Identify and describe elements of space: straight/curved/zig-zag/spiral pathways, and positive/negative space.
- b. Identify and describe elements of time: steady beat and tempo changes.
- c. Identify and describe sustained/abrupt energy.
- d. Identify and describe patterns of composition form.

A2 Space

Students use space concepts to solve movement challenges including straight/curved/zig-zag/spiral pathways and positive/negative space.

A3 Time

Students identify and replicate a steady beat in varied tempos using body movement.

A4 Energy

Students recognize and demonstrate sustained and abrupt movements to show differences in energy qualities.

A5 Locomotor and Non-Locomotor Movement

Students demonstrate expressive combinations of locomotor and non-locomotor/axial skills.

- a. Demonstrate combinations of locomotor patterns, with changes in direction, level, and path.
- b. Demonstrate a combination of locomotor and non-locomotor/axial skills into a pattern that may change direction, level, energy, or pathway.
- c. Demonstrate combinations of non-locomotor/axial skills.

A6 Compositional Forms

Students replicate a dance movement.

Disciplinary Literacy - Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Music Difficulty

Students accurately perform music in easy keys, meters, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.

A2 Notation and Terminology

Students identify and read musical notation, symbols, and terminology of dynamics.

- a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- b. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.

A3 Listening and Describing

Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, dynamics, form, timbre, meter, phrases, style, and major/minor harmony.

Disciplinary Literacy - Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students describe theatre terms including stage directions, rehearsal, plot, gesture, director, motivation, conflict, improvisation, and blocking.

A2 Production

Students select and make props, costumes, set pieces, and/or puppets, and present a rehearsed scene.

Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.

A2 Elements of Art and Principles of Design

Students describe features of composition.

- a. Describe Elements of Art: color, form, line, shape, space, texture, and value.
- b. Describe Principles of Design including balance, contrast, emphasis, movement, and pattern.

A3 Media, Tools, Techniques, and Processes

Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and genres.

Creation, Performance, and Expression - Dance:

B1 Communication

Students create, perform, and express ideas through the art discipline.

Students use movement to express a basic idea and share it with their peers.

B2 Sequencing

Students develop a dance phrase with a beginning, middle, and end, accurately repeating and varying it.

B3 Solving Challenges

Students solve movement challenges involving one or more movement concepts alone or with a partner.

B4 Technical Aspects

Students select props or costumes to enhance a dance phrase and explain the choice.

Creation, Performance, and Expression - Music: Students create, perform, and express through the art discipline.

B1 Style/Genre

Students create or perform music of various styles and genres in easy keys, meters, and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.

B2 Composition

Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.

Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.

B1 Movement

Students demonstrate blocking in a play by carrying out their assigned stage movements.

B2 Character

Students demonstrate the ideas, moods, and/or feelings of a character and demonstrate proper posture and breathing techniques to project voice through the use of script and improvisation based on stories.

B3 Improvisation

Students improvise through theatre games by using voice, motivation, and body part isolations.

Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Students use a variety of media, tools, techniques, and processes to create original art works.

B2 Composition Skills

Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3 Making Meaning

Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes.

B4 Exhibition

Students help with the selection and preparation of art works for display in the classroom, school, or other community location.

Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Students describe and apply steps of creative problem-solving.

- a. Identify problem.
 - b. Define problem.
 - c. Generate a variety of solutions.
 - d. Implement solution(s).
 - e. Evaluate solution(s).
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Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Students describe and compare art forms.

- a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
 - b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.
 - c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.
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Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Students explain that the visual/performing arts help people understand history and/or world cultures.

E2 The Arts and Other Disciplines

Students describe characteristics shared between and among the arts and other disciplines.

E3 Goal-Setting

Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.

E4 Impact of the Arts on Lifestyle and Career

Students describe the contribution of the arts on lifestyle and career choices.

- a. Identify the various roles of, and requirements to become, artists.
- b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.

E5 Interpersonal Skills

Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior