Michigan Visual Arts, Music, Dance, and Theater

Grade 3

Adopted 2011

Arts Education - Dance

Perform

1: Apply skills and knowledge to perform in the arts.

1. Demonstrate basic locomotor skills through moving forward, backward, and sideways in both straight and curved lines. ART.D.I.3.1
2. Explore non-locomotor/axial movements (in personal space) using different parts of the body. Use directional changes. ART.D.I.3.2
3. Explore making shapes at low, middle, and high levels by moving from one place to another. ART.D.I.3.3
4. Explore personal space along the body planes: forward, behind, sideward, upward. Change the base of support; change the size of the base of support. ART.D.I.3.4
5. Respond to drum beat at a moderate, slow, and fast tempo while moving in general space. ART.D.I.3.5
6. Continue discovering range of movement of selected body parts. Introduce isolation of body parts. Introduce single focus. ART.D.I.3.6
7. Explore locomotor movements one can execute while holding one hand; two hands with a partner. Explore axial movements relating to partner. ART.D.I.3.7
8. Copy movements of a leader in pairs and small groups. ART.D.I.3.8

Create

2: Apply skills and knowledge to create in the arts.

1. Demonstrate the ability to make a dance sentence within personal space using music with a beginning, middle, and end. ART.D.II.3.1
2. Create a dance study by improvising movement using props, music, and poetry. ART.D.II.3.2
3. Use improvisation to explore time, force, and space using axial movements. ART.D.II.3.3
4. Demonstrate the ability to make a movement sequence using the elements, time, space, and force. ART.D.II.3.4
5. Identify and use those parts of the video camera to be used to record movement. ART.D.II.3.5

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3: Analyze, describe, and evaluate works of art.

1. Demonstrate the ability to describe the action of basic locomotor movements, varying them by changing time space and force. ART.D.III.3.1
2. Select a human movement associated with a favorite sport or familiar work, execute the movement, and then change the movement so that it becomes dance-like. ART.D.III.3.2
3. Students attend a dance concert and discuss the experience. ART.D.III.3.3
4. Demonstrate the ability to create a dance study for presentation to peers. ART.D.III.3.4
5. Demonstrate the ability to vary non-locomotor movements in a number of ways. Give reasons for choices made. ART.D.III.3.5
6. Students are shown two diverse music films and discuss the similarities and differences in terms of one of the elements of dance. ART.D.III.3.6

Analyze in Context

4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Students explore movements of a selected sport and abstract the inherent movement(s). Discuss the differences in human movement and the selected sport. ART.D.IV.3.1
2. Students learn and perform dances from two countries. Selections should not involve dancing with a partner. ART.D.IV.3.2
3. Ask parents or some other adult about dances done in their community. Ask if the person will teach you the dance and tell you about it. Share the information with classmates. ART.D.IV.3.3
4. Students research information on a folk dance. ART.D.IV.3.4

Analyze and Make Connections

5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Students identify three personal goals such as executing turns, performing dance steps correctly, and the self confidence to create simple dances. ART.D.V.3.1
2. Identify safe/unsafe conditions, good health practices for the classroom, the school. Discuss how the findings affect their ability to create a dance. ART.D.V.3.2
3. Demonstrate the ability to create a dance based on a favorite piece of music. ART.D.V.3.3
4. Respond to a dance film by demonstrating the ability to create in another art form, and explain the connections between the dance and their response to it. ART.D.V.3.4

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Art **erform**

1: Apply skills and knowledge to perform in the arts.

1. Use developmentally appropriate singing voice, sing melodies accurately, and physically demonstrate macro and micro beat. ART.M.I.3.1
2. Continue to develop repertoire. ART.M.I.3.2
3. Sing and play expressively utilizing a broader continuum of dynamics and interpretation. ART.M.I.3.3
4. Sing melodies with confidence in a large group. ART.M.I.3.4
5. Blend timbres and match dynamic levels in response to the cues of the conductor. ART.M.I.3.5
6. Play rhythmic and chordal ostinati and melodies. ART.M.I.3.6
7. Expand the complexity of patterns. ART.M.I.3.7
8. Play instrumental parts independently while other students sing. ART.M.I.3.8
9. Use a system to read quarter notes and rests, eighth notes, half notes, and whole notes. ART.M.I.3.9
10. Use a system to read pitch notation for a major scale. ART.M.I.3.10
11. Perform music with a variety of expressive qualities, articulation, and tempo. ART.M.I.3.11

Create

2: Apply skills and knowledge to create in the arts.

1. Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments. ART.M.II.3.1
2. Create through exploration, improvisation, and composition, answers that are rhythmic and melodic. ART.M.II.3.2
3. Create through exploration, improvisation, and composition, melodic embellishments for a familiar song. ART.M.II.3.3
4. Create an instrumental song with lyrics. ART.M.II.3.4
5. Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to 3rd grade. ART.M.II.3.5
6. Add vocal, instrumental, and physical responses to a selection presented in 3rd grade. ART.M.II.3.6

Analyze

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3: All students will analyze, describe, and evaluate works of art.

1. Identify round and canon when presented aurally. ART.M.III.3.1
2. Use invented or standard notation to transcribe increasingly difficult rhythms and melodies. ART.M.III.3.2
3. Describe the music performed and presented in 3rd grade by moving, drawing, or through other appropriate responses. ART.M.III.3.3
4. With teacher guidance, use music vocabulary to analyze, describe, and evaluate music of various styles. ART.M.III.3.4
5. Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families. ART.M.III.3.5
6. Devise student-created criteria for objective evaluation of performances and compositions. ART.M.III.3.6
7. Use music vocabulary to express personal reactions for musical works and styles. ART.M.III.3.7

Analyze in Context

4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Identify and describe distinguishing characteristics of contrasting styles. ART.M.IV.3.1
2. Describe how elements of music are used in examples from world cultures, using music performed and presented in 3rd grade. ART.M.IV.3.2
3. Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3rd grade. ART.M.IV.3.3

Analyze and Make Connections

5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3rd grade arts. ART.M.V.3.1
2. Observe and identify cross-curricular connections within the 3rd grade curriculum. ART.M.V.3.2
3. Discuss the various rationales for using music in daily experiences. ART.M.V.3.3

Arts Education - Theatre

Perform

1: Apply skills and knowledge to perform in the arts.

1. Identify and describe different characters though vocal expression. ART.T.I.3.1
2. Dramatize real and non-real characters with prompting and side-coaching. ART.T.I.3.2

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2: Apply skills and knowledge to create in the arts.

1. Illustrate characters, environments, and situations that support the creation of a classroom dramatization. ART.T.II.3.1
2. Paraphrase dialogue from a story to show different interpretations. ART.T.II.3.2
3. Manipulate simple scenery, costumes, sound, and props in the dramatic process. ART.T.II.3.3

Analyze

3: Analyze, describe, and evaluate works of art.

1. Infer from a text, characters and setting in stories. ART.T.III.3.1
2. Analyze elements of dramatic structure for successful classroom dramatization. ART.T.III.3.2
3. Respond to and build upon ideas of others' personal preferences for stage design. ART.T.III.3.3
4. Collaborate to extend and add on to improvised stories. ART.T.III.3.4
5. Listen to constructive criticism and respond in a positive manner. ART.T.III.3.5
6. Further describe the character's wants and needs. ART.T.III.3.6
7. Compare and contrast emotions and thoughts evoked by performances. ART.T.III.3.7

Analyze in Context

4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Infer lessons from multicultural stories, fairy tales, tall tales, fables, and legends. ART.T.IV.3.1
2. Identify the similarities and differences between live and recorded theatrical events. ART.T.IV.3.2

Analyze and Make Connections

5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Share how varied multimedia forms illustrate performances in one family's life. ART.T.V.3.1
2. Recognize that the arts are an expression and record of human life. ART.T.V.3.2

Arts Education - Visual Arts

Perform

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1: Apply skills and knowledge to perform in the arts.

1. Compare the use of various materials to communicate ideas and sensory experiences in an artwork. ART.VA.I.3.1
2. Demonstrate control and safe use of a variety of art tools with environmental awareness. ART.VA.I.3.2
3. Describe, discuss, and model the elements of art and principles of design to communicate ideas. ART.VA.I.3.3
4. Select, present, and evaluate personal artwork. ART.VA.I.3.4

Create

2: Apply skills and knowledge to create in the arts.

1. Apply materials and techniques to problem solve in the creation of art. ART.VA.II.3.1
2. Create a composition using the elements of art and principles of design to communicate ideas. ART.VA.II.3.2
3. Examine how artists turn ideas into visual solutions. ART.VA.II.3.3
4. Combine ideas, symbols, and experiences that express and communicate meaning. ART.VA.II.3.4
5. Create artwork that aesthetically and creatively conveys an idea. ART.VA.II.3.5
6. Design artwork using computers and electronic media to create original works of art. ART.VA.II.3.6

Analyze

3: Analyze, describe, and evaluate works of art.

1. Compare the elements of art used in personal artwork. ART.VA.III.3.1
2. Examine how art expresses cultural traditions. ART.VA.III.3.2
3. Highlight social trends that influence our emotional reactions to art. ART.VA.III.3.3
4. Select a piece of personal artwork, critique it using art terminology, and make revisions. ART.VA.III.3.4
5. Discuss how personal experiences influence the creation of art. ART.VA.III.3.5

Analyze in Context

4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Examine customs or traditions celebrated by different communities. ART.VA.IV.3.1
2. Describe the materials and art forms used by particular cultures. ART.VA.IV.3.2
3. Recognize how the available materials and processes in a particular time or place can influence the art that is created. ART.VA.IV.3.3

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Analyze and Make Connections

5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

1. Describe how art can be found in various environments. ART.VA.V.3.1
2. Investigate and identify careers related to artists who work in specific media. ART.VA.V.3.2
3. Investigate collaboration across art disciplines. ART.VA.V.3.3
4. Illustrate connections between the visual arts and other curriculum through student artwork. ART.VA.V.3.4