Fine Arts: Grade 3 (Art, Music, & Theatre)

Adopted 2013

Subchapter D. Elementary

Art

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;

(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and

(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) integrate ideas drawn from life experiences to create original works of art;

(B) create compositions using the elements of art and principles of design; and

(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

Skip to main content

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) identify simple main ideas expressed in artworks from various times and places;

(B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;

(C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and

(D) investigate the connections of visual art concepts to other disciplines.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;

(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and

(C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.

Music

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(A) categorize and explain a variety of musical sounds, including those of children and adult voices;

(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;

(C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and

(D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.

Skip to main content

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate;

(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and

(C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups;

(B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;

(D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and

(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.

(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:

(A) create rhythmic phrases through improvisation or composition;

(B) create melodic phrases through improvisation or composition; and

(C) create simple accompaniments through improvisation or composition.

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures;

(B) identify music from diverse genres, styles, periods, and cultures; and

(C) identify the relationships between music and interdisciplinary concepts.

Skip to main content

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) exhibit audience etiquette during live and recorded performances;

(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;

(C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;

(D) respond verbally and through movement to short musical examples; and

(E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.

Theatre

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

(A) react to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play;

(B) create playing space using expressive and rhythmic movement;

(C) respond to sounds, music, images, language, and literature using movement; and

(D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization;

(C) dramatize literary selections using shadow play or puppetry; and

(D) dramatize literary selections using pantomime and imitative dialogue.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;

(B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;

(C) plan dramatic play;

(D) cooperate and interact with others in dramatic play; and

(E) observe live or multimedia theatrical performances.

Skip to main content

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

(A) explore historical and diverse cultural influences from a variety of sources through dramatic activities;

(B) illustrate similarities and differences between life and theatre, television, and film through dramatic play; and

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) apply appropriate audience behavior consistently;

(B) discuss and evaluate simple dramatic activities and performances; and

(C) discuss the use of music, movement, and visual components in dramatic activities and performances.