Vermont Arts

Grades 3, 4

Adopted 2004

Dance: Skill Development

A1. Students show skill development when creating dance by... A1

Solving increasingly complex movement challenges involving several movement concepts.

Using movement to express complex ideas and narrative.

Developing a dance phrase, accurately repeating it, and then varying it (i.e., making changes in the time, space/energy).

Using improvisation to discover and invent movement and solve movement problems.

Producing a two part sequence of nonlocomotor and locomotor movements.

A2. Students perform/communicate through dance by... A2

Demonstrating the non-locomotor skills of bending, stretching, twisting, swinging, turning , pushing, pulling, swaying, lifting, falling.

Demonstrating locomotor patterns of walking, running, hopping, jumping, galloping, sliding, skipping, leaping and alternating leading foot while traveling forward, backward, sideward, diagonally, and turning in straight and curved pathways.

Moving and reproducing a two part sequence of nonlocomotor and nonlocomotor movements to the beat, changing speed of movement as the tempo increases or decreases.

Demonstrating ability to repeat sequence of 3-4 movements over time (e.g., simple folk dance).

Recognizing and demonstrating qualities/dynamics/levels of movement (e.g., fast/slow, hard/soft, heavy/light, sharp/smooth, high/mid/low).

A3. Students show understanding of dance concepts and vocabulary by... A3

Interpreting.

Identifying or demonstrating dance concepts of space, energy, gesture, time.

Counting a beat with changing tempo.

Using space concepts to solve movement challenges.

Identifying and demonstrating dance movements (e.g., grapevine, soft knees, plie, releve, triplet, ball change, first and second positions, folk dance).

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Music: Skill Development

A4. Students show skill development when creating music by... A4

Improvising "answers," simple rhythmic accompaniments, ostinato, short instrumental pieces and songs.

Composing and arranging with a variety of sound sources (e.g., traditional instruments, electronic sounds, body percussion and voice).

A5. Students perform/communicate through music by... A5

Singing alone and with others, using developmentally appropriate repertoire, on pitch, in rhythm, maintaining a steady beat, singing simple two part literature (e.g., ostinato, canons, partner songs).

Playing instruments, alone and with others, using developmentally appropriate literature and instruments, on pitch, in rhythm, maintaining a steady beat, using pitched and nonpitched instruments (e.g., recorders, Orff instruments).

Performing independent instrumental parts while other students sing or play contrasting parts.

A6. Students show understanding of music concepts and vocabulary by... A6

Moving, drawing, describing, and singing/playing instruments in response to contrasting musical stimuli (e.g., pitch, rhythm, tempo, dynamics, form).

Reading and notating familiar and unfamiliar patterns (e.g., simple pitch notation in the treble clef, dotted quarter, dotted half notes and corresponding rests, 4/4, 3/4, 6/8).

Theater: Skill Development

A7. Students show skill development when creating theatre by... A7

Demonstrating a character based on literature.

Designing props, costumes and/or stage pieces based on literature.

Developing a character within a script.

A8. Students perform/communicate through theatre by... A8

Repeating for an audience something already created.

Speaking with clarity before an audience.

Communicating with parents, being prepared, and on-time.

Appropriate use of painting supplies.

Presenting a classroom or public announcement.

A9. Students show understanding of theatre concepts and vocabulary by... A9

Naming or moving to stage areas.

Designing a set, prop, and/or costume.

Reading a part in a script.

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Projecting voice.

Improvising a character with a prop .

Accepting or giving a cue.

Demonstrating blocking.

Visual Arts: Skill Development

A10. Students show skill development when creating art by... A10

Demonstrating techniques and processes in 2D work (e.g., drawing, painting, collage).

Using various art tools and materials for specific purposes.

Using elements of 2D and 3D design (e.g., 2D—mixing warm and cool colors; showing space through overlap, foreground, middle ground, and background; 3D— demonstrating form in papier mache, clay, fiber arts).

A11. Students perform/communicate through art by... A11

Participating in group art activities (e.g., mural, group drawing).

Experimenting with media and materials to convey feelings or ideas (e.g., finger painting to show anger, motion, or feeling of being underwater).

A12. Students show understanding of art concepts and vocabulary by... A12

Identifying and utilizing elements and principles of design (e.g., space, warm and cool colors, organic and geometric shapes).

Identifying and using different media, genre, and techniques and understanding the vocabulary appropriate to them (e.g., watercolor, resist, papier mache, weaving, still life, abstraction, symmetry, expression and exaggeration, etc.).

Recognizing and comparing motivations and purposes for making art in different times and places (e.g., cultural traditional, personal satisfaction, communication of belief).

Reflection and Critique

A13. Students describe art using appropriate vocabulary, for example: A13

Dance: gradual/sudden, pathways (straight, curved, zigzagged, spiral)
 Music: pitch, rhythm, tempo, dynamics, form
 Theater: stage left/stage right, upstage/downstage, costume, prop, voice projection, audience, the play
 Visual Arts: warm and cool colors; geometric and organic shapes; still life; 2D and 3D; foreground, middle ground, background; overlap

A14. Students analyze, interpret, and respond to art by... A14

Explaining qualities (elements, principles of design, expression) that may evoke emotion and meaning.

Relating varied interpretations of works of art using some or all of the following (e.g., observation, personal experience).

Comparing/contrasting works of art, which may include a student's own work.

. Students critique and revise art by... A15

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Making affirming statements with specific evidence (e.g., I really believed you as Ann Story.).

Asking questions about your own work (e.g., How does my costume design show the time period?).

Asking questions of the artist (e.g., What time period are you trying to represent with your costume?).

Suggesting changes (e.g., You might try adding a bonnet to your costume.).

Discerning and responding to those suggestions that are effective.

Making Connections

A16. Students make connections between/among the arts and disciplines outside the arts by... A16

Demonstrating the relationship of similar elements (e.g., form, rhythm).

Communicating ideas, concepts, feelings from other disciplines (e.g., creating a song to illustrate a particular time; portrait of historical figure).

A17. Students show understanding of how the arts impact lifelong choices by... A17

Identifying the roles of the arts and artists in the community and every day environment.

Demonstrating an understanding of how the arts contribute to a healthy lifestyle (e.g., safe use of tools and materials, use of leisure time).

A18. Students show understanding of how the arts shape and reflect various cultures and times by... A18

Creating or performing art based on a culture.

Demonstrating an understanding of how the arts have a relationship to time and place (e.g., Egyptian hieroglyphs, folk dance, spiritual slave music).

Identifying how the arts have a relationship to family and/or community events and celebrations.

Approach to Work

A19. Students approach artistic problem solving with an open mind and creative thinking by... A19

Generating and trying out a variety of strategies/techniques to address challenges (e.g., How do I show depth? How can I make my composition longer? Maybe I'll try…).

A20. Students develop effective, personal work habits by.... A20

Using materials and work space safely.

Making good use of class time.

Demonstrating willingness to take part in the activity and see it to completion.

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Students demonstrate appropriate interactions by... A21

Participating in individual and/or group work willingly and appropriately.

Responding constructively as members of an audience/group.