Vermont Early Learning: Creative Arts and Expression

Grade 3

Visual Art	**Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.** Skill Development 1 Create art by demonstrating techniques and process in 2D work 2 Use various art tools and materials for specific purposes 3 Use elements of 2D and 3D design 4 Experiment with media and materials to convey feelings or ideas 5 Identify and use elements and principles of design (e.g., space, organic shapes) 6 Identify and use art concepts and vocabulary appropriate to different media, genre, and techniques (e.g., watercolor, still life, symmetry) 7 Compare motivations and purposes for making art in different times and places Reflection and Critique 8 Describe art using specific vocabulary (e.g., warm and cool colors, foreground) 9 Explain qualities that may evoke emotion and meaning 10 Compare and contrast works of art including one's own work 11 Critique by asking questions and suggesting changes Making Connections 12 Connect act to disciplines by demonstrating relationships of different elements 13 Identify the roles of the arts and artists in the community 14 Create art based on a culture Approach to Work (i.e., Visual Arts) 15 Generate and try out a variety of strategies to address challenges creating art 16 Demonstrate willingness to participate and see it to completion
Music	**Children engage in making and listening to music as a vehicle for expression and learning.**

Skip to main content

Skill Development

1 Create music by improvising simple rhythmic accompaniments, short instrumental pieces and songs

2 Compose and arrange with a variety of sound sources (e.g., electronic sounds)

3 Sing alone and with others, on pitch, in rhythm, maintaining steady beat

4 Play musical instruments alone and with others on pitch, in rhythm

5 Use music concepts and vocabulary by moving, drawing, singing or playing instruments in response to types of music (e.g., pitch, tempo, form)

6 Read and do notation on familiar and unfamiliar patters

Reflection and Critique

7 Describe music using specific vocabulary (e.g., tempo, dynamics)

8 Interpret music by explaining qualities that may evoke emotion and meaning

9 Compare and contrast music including own pieces

10 Critique using specific evidence

11 Suggest changes and respond to suggested changes that are effective

Making Connections

12 Identify roles of music and musicians in community

13 Create or perform music based on a culture

14 Describe how music has a relationship to time and place (e.g, spirtuals)

Approach to Work (i.e., Music)

15 Generate and try out strategies to solve music problems they encounter

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Theatre (Dramatic Play)

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

Skill Development

1 Create theatre by demonstrating a character based on literature

2 Design props, costumes and stage pieces based on literature

3 Develop a character within a script

4 Repeat for an audience something already created

5 Speak with clarity before an audience

6 Present a classroom or public announcement

7 Demonstrate theatre concepts and vocabulary by: improvising a character with a prop; reading a part in a script; accepting a cue, demonstrating blocking

Skip to main content

Reflection and Critique

8 Use theatre specific vocabulary (e.g., stage left/stage right)

9 Explain qualities that may evoke emotions

10 Relate interpretations of theatre to personal experiences, observations

11 Critique by making affirming statements with specific evidence

12 As questions about own and others' work in theatre/dramatic play and suggest changes

Making Connections

13 Identify the role of the arts in community and everyday environment

14 Create or perform theatre based on a culture

Approach to Work (i.e., Theatre)

15 Generate and try variety of strategies to solve challenges encountered in creating/performing

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Dance

Children use movement to creatively express their ideas and feelings and to learn.

Skill Development

1 Solve increasingly complex movement challenges involving several movement concepts

2 Use movement to express complex ideas and narrative

3 Use improvisation to discover and invent movement sequences

4 Produce a two part sequence of nonlocomotor and locomotor movements

Reflection and Critique

5 Use dance specific vocabulary (e.g., gradual/sudden, pathways)

6 Explain qualities of dance that may evoke emotion and meaning

7 Discuss varied interpretations of dance using observation or personal experiences

8 Critique using affirmative statements with specific evidence

9 Critique own dance and that of others and suggest changes

Making Connections

10 Demonstrate the relationship of similar elements of dance (e.g., form, rhythm)

11 Create or perform art based on a culture

Approach to Work (i.e., Dance)

12 Generate and try out various strategies/techniques to address challenges