

GRADE 3

KEY CONCEPTS and SKILLS

Based on the *California State VAPA Standards and Framework*

Five VAPA Strands

1. **Artistic Perception:** processing, analyzing and responding to the arts
2. **Creative Expression:** creating, performing, participating in the arts
3. **Historical and Cultural Context:** cultures, historical periods, artistic contributions
4. **Aesthetic Valuing:** making critical judgments, deriving meaning from the arts, appreciation
5. **Connections, Relations, and Applications:** connecting and applying knowledge to other arts disciplines, subject areas and careers

Four VAPA Disciplines

Dance, Music, Theatre and Visual Arts

By the end of **Grade 3**, students proficient in the visual and performing arts should be able to demonstrate and apply the following Key Concepts and Skills.

DANCE

Elements

- Broaden use of space to include pathways
- The effect dance elements (time, space, energy/force, shape) and their intensities on body control
- Manipulate movement sequences by combining and changing spatial and time elements

Create Sequences and Phrasing

- Combine phrases into a logical sequence that demonstrates unity
- Improvise changes to the quality of movement in a learned pattern or sequence

Communicate Personal Meaning

- Perform dance sequences using force/energy to express intention
- Analyze how a dancer applies the dance elements to the body and face to express an idea or to portray a character in a variety of dance styles/performances (ballet, jazz, folk, tap, hip hop).
- Understand and define the role and relationship of performer and audience member.

Collaboration and Performance

- Create memorize and perform movement sequences with a partner or small group.

Ceremonial and Folk/traditional Dance

- Recognize, describe, discuss the connection between dancing and celebrations, rituals, work, traditions, story telling, and socializing among different cultures

Relationships Between Dance Elements and Other Subjects

- Math, language, and dance to other arts disciplines

MUSIC

Understanding Music Elements

- Read, write, perform eighth notes, quarter notes, half notes, dotted half notes, whole notes, rests
- Read, write, perform pentatonic patterns
- Identify visually, aurally the four families of orchestral instruments
- Identify rounds, AABA, AABB forms

Singing and Playing Music

- Sing with accuracy in an appropriate range
- Sing rounds, partner songs, ostinato from memory
- Play rhythmic and melodic ostinato on classroom instruments

Understanding Music in Various Cultures

- Identify the uses of music in various cultures and time periods
- Sing and play songs from diverse cultures

Understanding and Describing Music

- Use music vocabulary and specific criteria to assess musical performances
- Describe how musical elements communicate ideas or moods

Connecting Music to Other Subjects

- Identify what musicians and composers do to create music

THEATRE

Vocabulary of theatre, dramatic understanding of the 5 W's

- Identify inner and outer conflict, character relationships, setting and environment as motivating factors for character response, areas of the stage, basic blocking, use of props to create and deepen meaning

Cooperative scriptwriting and improvisations that incorporate the 5 W's

- Write simple dialogue for two or more characters conveying the 5 W's and make acting choices that convey meaning
- Improvise scenes where the meaning changes when one or more of the five W's is altered
- Create dramatizations that make meaning of a story, current event, or other curricular concept

Cultural versions of similar stories

- Dramatize and discuss how characters may have similar or different motivations across cultures
- Recognize and discuss universal themes in a variety of stories and/or plays

Evaluate a theatrical experience

- Establish criteria to identify and analyze characters' voice and movement, use of stage space and the 5 W's to discover motivation

Collaborative Participation

- Demonstrate the ability to listen, share and accept other's ideas, and/or come to consensus and take direction while participating in theatrical games and improvisations

VISUAL ART

Name and Identify

- Elements: Line, shape, organic form, and texture
- Principles: Rhythm and movement
- Color: Tints, shades, neutrals and value
- Illusion of Space: Foreground, middle ground and background
- Abstract, representational and non-representational works of art
- Artists from San Diego

Distinguish

- Tints and shades
- Foreground, middle ground and background
- Cityscape, seascape, landscape

Demonstrate Skill

- Organize size differences, place objects, use clarity and lighting to create the illusion of space
- Mix paints to create tints, shades and neutral colors and use in a painting
- Paint or draw a landscape, seascape or cityscape the shows the illusion of space
- Build a clay sculpture based on an organic form
- Draw or paint a still life or scene from everyday life using observational skills and value changes

- Design a print plate surface and print multiple works of art

Use Visual Art Vocabulary

- Compare and contrast works of art created with different media and from different time periods
- Analyze use of line, shape, color, texture, space, value, placement, and expressive quality in works of art
- Describe how artists design everyday objects and affect people's lives
- Analyze a work of art depicting action or an event and predict what could happen next