

San Diego Unified School District – Visual and Performing Arts Department  
California State Content Standards  
Core Learnings

**GRADE THREE**

<b>1.0 Artistic Perception</b>				
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills unique to VAPA				
	<b>Dance</b>	<b>Music</b>	<b>Theater</b>	<b>Visual Arts</b>
<b>1.1</b>	<p><b>Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).</b></p> <ul style="list-style-type: none"> <li>▪ Execute one traveling (locomotor) movement</li> <li>▪ (skip, hop, walk, etc.) using three different ways of moving the whole body through general space (pathways of zigzag, curved, and straight lines).</li> <li>▪ Combine a variety of stationary (axial) and locomotor movements into movement sequences using three different pathways.</li> </ul>	<p><b>Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</b></p> <ul style="list-style-type: none"> <li>▪ Read, write, and transcribe simple rhythm patterns, using eighth, quarter, half, dotted half, whole notes and rests and perform by echo clapping, body percussion, and on classroom instruments.</li> <li>▪ Create original rhythm patterns, written and through the use of manipulatives. (e.g., construction paper strips and note cards).</li> </ul>	<p><b>Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li>▪ Identify two different types of conflict and describe their characteristics (inner and outer conflict).</li> <li>▪ Describe the relationship between characters in a story and a play.</li> <li>▪ Describe two elements of setting (time, place).</li> <li>▪ Describe how the environment of a scene or play motivates a character to react/respond in certain ways.</li> <li>▪ Identify and notate the five areas of the stage and basic blocking (e.g., character movement, including the concept of “cheat front” projecting body and face toward the audience without directly facing forward).</li> <li>▪ Describe how props are used to create or deepen meaning in a play.</li> <li>▪ Independently exhibit appropriate audience behavior.</li> </ul>	<p><b>Perceive and describe rhythm and movement in works of art and in the environment.</b></p> <ul style="list-style-type: none"> <li>▪ Identify repeating of lines, colors, shapes/forms, textures and spaces (rhythm) and discuss how rhythm influences the interpretation of works of art.</li> <li>▪ Identify how artists manipulate elements of art to imply motion in works of art.</li> </ul>
<b>1.2</b>	<p><b>Demonstrate the ability to start, change, and stop movement.</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the effect dance elements (time, space, energy/force, shape) and their intensities have on body control.</li> <li>▪ Initiate a locomotor and/or axial movement, change one of the elements and discontinue the</li> </ul>	<p><b>Read, write, and perform pentatonic patterns, using solfege.</b></p> <ul style="list-style-type: none"> <li>▪ Read and sing melody patterns of do, re, mi, sol, and la (solfege syllables) from staff notation.</li> <li>▪ Identify and perform patterns using a scale having five tones to the octave and containing no half steps</li> </ul>	<p><b>Identify the 5 W’s (who, what, where, when, and why) in a theatrical experience.</b></p> <ul style="list-style-type: none"> <li>▪ Infer from a scene who the characters are, what they are doing, what they want, where/when the scene takes place, and why events are taking</li> </ul>	<p><b>Describe how artists use tints and shades in painting.</b></p> <ul style="list-style-type: none"> <li>▪ Identify colors lightened by adding white (tints) in a least one painting. Identify colors darkened by adding black (shade) in works of art.</li> <li>▪ Write or tell how tints and shades imply depth, light sources and placement of</li> </ul>

	movement in a controlled manner.	(pentatonic scale) in familiar songs from staff notation. <ul style="list-style-type: none"> <li>▪ Create own pentatonic patterns and perform using solfege.</li> </ul>	place.	objects in space.
1.3	<p><b>Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</b></p> <ul style="list-style-type: none"> <li>▪ Manipulate locomotor and/or axial movement sequences by changing the force and energy (e.g., heavy to light, etc.).</li> <li>▪ Transform verbs and adverbs into unique movement ideas depicting the use of energy/force (run in slow motion, dive smoothly, wiggle briskly, etc.).</li> <li>▪ Combine movement ideas into a short movement phrases.</li> </ul>	<p><b>Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</b></p> <ul style="list-style-type: none"> <li>▪ Distinguish the melody and identify the contour of the melodic line in selected listening samples.</li> <li>▪ Identify even, uneven and dotted rhythms in selected listening samples.</li> <li>▪ Identify harmony in partner and simple songs.</li> <li>▪ Describe mood, feeling, and tone color using music vocabulary.</li> <li>▪ Differentiate between 4/4 meter (duple) and <math>\frac{3}{4}</math> meter (triple).</li> </ul>		<p><b>Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</b></p> <ul style="list-style-type: none"> <li>▪ Identify parts of an artwork nearest to the viewer (foreground), parts of the work that are farther away and appear smaller (background) and the area in between (middle ground).</li> <li>▪ Explain the organization of size differences, placement of objects and use of space to create the illusion of depth.</li> </ul>
1.4	<p><b>Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).</b></p> <ul style="list-style-type: none"> <li>▪ Identify shapes, levels, pathway, direction, use of personal and general space (spatial concepts), and tempo, rhythm and speed (time) in movement sequences.</li> <li>▪ Manipulate movement sequences by combining and changing spatial and time elements in personal and general space.</li> </ul>	<p><b>Identify visually and aurally the four families of orchestral instruments and male and female adult voices.</b></p> <ul style="list-style-type: none"> <li>▪ Distinguish between string, woodwind, brass, and percussion in orchestral recordings and pictures.</li> <li>▪ Identify male and female voices from recordings of solos and ensembles.</li> </ul>		<p><b>Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</b></p> <ul style="list-style-type: none"> <li>▪ Identify watercolor, tempera, ink, clay, collage, sculpture, fabric, photography, video and mixed media in works of art.</li> <li>▪ Compare and contrast works of art created with different media and discuss how the choice of media affects perception and meaning.</li> </ul>
1.5	<p><b>Describe dance elements used in personal work and that of others.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and discuss the existence of dance elements (time, space, energy/force, shape) in their own dance sequences.</li> <li>▪ Identify and discuss the existence of dance elements within several different dance styles (ballet, tap, folk, etc.) and in the work of peers or other dancers.</li> </ul>	<p><b>Describe the way in which sound is produced on various instruments.</b></p> <ul style="list-style-type: none"> <li>▪ Describe how sound is produced through vibration (e.g., reeds, strings, lips, vocal chords, etc.).</li> </ul>		<p><b>Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space and value.</b></p> <ul style="list-style-type: none"> <li>▪ Identify each element of art (line, shape/form, color, texture, space and value) in works of art.</li> <li>▪ Explore how elements of art work together (synthesis) to create a composition.</li> </ul>

1.6		<p><b>Identify simple musical forms (e.g., AABA, AABB, round).</b></p> <ul style="list-style-type: none"> <li>▪ Identify rounds and expanded simple forms of AABA, AABB, from listening and notation.</li> <li>▪ Demonstrate how to use the repeat signs often found in AABA and AABB music.</li> </ul>		
2.0	<p><b>Creative Expression</b> Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>			
2.1	<p><b>Create and perform complex improvised movement patterns, dance sequences, and studies.</b></p> <ul style="list-style-type: none"> <li>▪ Improvise a short movement sequence or pattern combining three locomotor and three axial movements, and apply two of the dance elements.</li> </ul>	<p><b>Sing with accuracy in a developmentally appropriate range.</b></p> <ul style="list-style-type: none"> <li>▪ Expand vocal range from middle C to high D (a ninth) using appropriate voice placement.</li> <li>▪ Sing with appropriate pitch, tone quality, posture, diction, and breathing, alone and with others.</li> </ul>	<p><b>Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.</b></p> <ul style="list-style-type: none"> <li>▪ Create characters and write simple dialogue with a partner or in a small group that conveys the five W's.</li> <li>▪ Convey character motivation and setting through appropriate acting choices (vocal and physical expression) so that group members and the audience clearly recognize the five W's.</li> <li>▪ Improvise scenes where the meaning changes when one or more of the five W's is altered.</li> </ul>	<p><b>Explore ideas for art in a personal sketchbook.</b></p> <ul style="list-style-type: none"> <li>▪ Create a drawing that uses line and shape to demonstrate movement and rhythm.</li> <li>▪ Transfer a drawing to a print plate surface by cutting away (carving) or adding to (relief) and make two or more prints.</li> <li>▪ Maintain a personal sketchbook that includes multiple representations of ideas both written and drawn.</li> </ul>
2.2	<p><b>Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).</b></p> <ul style="list-style-type: none"> <li>▪ Explore four ways to combine a series of three axial movements.</li> <li>▪ Discover four ways to combine a series of three locomotor movements.</li> <li>▪ Combine axial and locomotor movements to create a three-part movement sequence.</li> <li>▪ Improvise changes to the quality of movement in a learned pattern or sequence (repeat, do it backwards, size, tempo, rhythm, force, levels, fragment into parts, combine with another sequence).</li> </ul>	<p><b>Sing age-appropriate songs from memory, including rounds, partner songs and ostinatos.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate layering that creates harmony and different vocal textures through singing rounds with multiple entrances.</li> <li>▪ Combine two separate songs into a partner song to create harmony and reinforce independent singing.</li> <li>▪ Create and perform melodic ostinato accompaniments and discuss the effect on the texture of a song.</li> </ul>	<p><b>Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.</b></p> <ul style="list-style-type: none"> <li>▪ As a director, create stage movement using appropriate blocking notation (character position, stage area and body movement) for a piece of simple text (poem, short story or short scene).</li> <li>▪ As an actor, listen to and execute blocking directions from peers.</li> </ul>	<p><b>Mix and apply tempera paints to create tints, shades, and neutral colors.</b></p> <ul style="list-style-type: none"> <li>▪ Create at least three tints by adding white to a pure color.</li> <li>▪ Create at least three shades by adding black to a pure color.</li> <li>▪ Create tempera paintings using tints, shades and neutral colors.</li> </ul>

2.3	<p><b>Create a sequence that has a beginning, middle, and an end. Name and refine the parts of the sequence.</b></p> <ul style="list-style-type: none"> <li>▪ Create three short movement phrases.</li> <li>▪ Combine three phrases into a logical sequence that demonstrates unity, starting and ending in stillness, and justify the order of the sequence.</li> </ul>	<p><b>Play rhythmic and melodic ostinatos on classroom instruments.</b></p> <ul style="list-style-type: none"> <li>▪ Develop dexterity on mallet instruments through playing the root and fifth tones of the scale (bordun), countermelodies, and ostinatos.</li> <li>▪ Play combinations of ostinatos to create layered rhythms.</li> <li>▪ Play one, two, and three note tonal patterns, ostinatos, and melodies on the soprano recorder.</li> <li>▪ Play with accuracy (correct rhythms and notes) and expressively, to show fast and medium tempos (allegro and moderato) and loud and soft dynamics (forte and piano).</li> </ul>		<p><b>Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</b></p> <ul style="list-style-type: none"> <li>▪ Draw or paint a cityscape, seascape or landscape illustrating the concept of depth using foreground, middle ground and background with appropriate size and placement relationships between objects.</li> </ul>
2.4	<p><b>Create a wide variety of shapes and movements, using different levels in space.</b></p> <ul style="list-style-type: none"> <li>▪ Create simple movement combinations including gestures, axial and locomotor movements, and explore them through manipulating spatial concepts (e.g., low, medium, and high levels, pathway and direction).</li> </ul>	<p><b>Create short rhythmic and melodic phrases in question-and-answer form.</b></p> <ul style="list-style-type: none"> <li>▪ Create vocal and instrumental phrases in question and answer form.</li> <li>▪ Improvise responses that have a clear relationship to a call (e.g., through rhythm, notes, dynamics, etc.)</li> </ul>		<p><b>Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</b></p> <ul style="list-style-type: none"> <li>▪ Visually examine at least three objects (still life) or scenes from everyday life for at last two minutes then draw or paint the objects or scene showing the light and dark areas clearly (value), continually referring to the objects or scene throughout (observational drawing)</li> </ul>
2.5	<p><b>Perform dances to communicate personal meaning, using force and expression.</b></p> <ul style="list-style-type: none"> <li>▪ Perform dance sequences using force/energy to express intention (e.g., power, strength, weakness, lightness, tension, calmness, fear, anger, sadness, joy, happiness, etc.)</li> </ul>			<p><b>Create an imaginative clay sculpture based on an organic form.</b></p> <ul style="list-style-type: none"> <li>▪ Observe and draw objects found in nature (organic forms) in a sketchbook or drawing journal.</li> <li>▪ Build a clay sculpture based on organic forms that exaggerates or minimizes characteristics.</li> </ul>
2.6	<p><b>Compare and contrast the role of the performer with that of a member of the audience.</b></p> <ul style="list-style-type: none"> <li>▪ Identify the differences in emotional involvement for the performer and an audience member as both an active participant and active observer.</li> <li>▪ Define the relationship between the performer and the audience and how</li> </ul>			<p><b>Create an original work of art emphasizing rhythm and movement, using a selected printing process.</b></p> <ul style="list-style-type: none"> <li>▪ Create a drawing that uses line and shape to demonstrate movement and rhythm, transfer the design to a print plate surface by cutting away (carving or intaglio) or adding to (relief) and make multiple prints.</li> </ul>

	one affects the other (distraction, expression and level of involvement, proximity of performer to audience; classroom, stage, theatre).			
2.7	<p><b>Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).</b></p> <ul style="list-style-type: none"> <li>▪ Create a variety of axial movements while alternating leader/follower in a mirroring exercise.</li> <li>▪ Move with a partner in a variety of ways (front to front, back to back, side to side, traveling, and standing still).</li> <li>▪ Follow and repeat a movement pattern initiated by your partner.</li> <li>▪ Using a variety of movements, lead and follow a partner in a floor pattern.</li> </ul>			
2.8	<p><b>Create, memorize, and perform original movement sequences with a partner or a small group.</b></p> <ul style="list-style-type: none"> <li>▪ Create and teach a short movement sequence to a partner or small group.</li> <li>▪ Learn and memorize a three-part movement sequence and perform with a group.</li> </ul>			
3.0	<p><b>Historical and Cultural Context</b> Understanding the Historical Contributions and Cultural Dimensions of the Arts</p>			
3.1	<p><b>Describe commonalities among and differences between dances from various countries.</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and discuss how circle, line, and partner dances are similar or different in movement and pattern (e.g., foot/leg work, walking, kicking, step touch, skipping, direction, etc.) through performing or observing a variety of folk or cultural dance.</li> <li>▪ Explore the expressive quality and intent of three culturally different dances and discuss how each was conveyed through the movement.</li> </ul>	<p><b>Identify the uses of music in various cultures and time periods.</b></p> <ul style="list-style-type: none"> <li>▪ Identify Native American and other cultures within the local region.</li> <li>▪ Find similar and different uses for music that occurs in all cultures (e.g., lullabies, work songs, religious and ceremonial songs, honor songs, etc.)</li> <li>▪ Explore the use of music historically and currently and compare functions that are the same and different.</li> </ul>	<p><b>Dramatize different cultural versions of similar stories from around the world.</b></p> <ul style="list-style-type: none"> <li>▪ Discuss how characters may have similar or different motivations after acting out similar stories from different cultures.</li> <li>▪ Discuss what effect culture and setting have on a story or similar stories.</li> </ul>	<p><b>Compare and describe various works of art that have a similar theme and were created at different time periods.</b></p> <ul style="list-style-type: none"> <li>▪ Examine works of art that have similar themes and discuss similarities and differences.</li> <li>▪ Discuss time periods represented in works of art and distinguish between work created currently and work created in the past</li> </ul>

<p><b>3.2</b></p>	<p><b>Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).</b></p> <ul style="list-style-type: none"> <li>▪ Describe the type of movement used in various work activities (e.g., shoveling, raking, fishing, plowing, hunting, etc.).</li> <li>▪ Demonstrate simple circle, line and partner folk dances using that show work activities.</li> <li>▪ Recognize relationships between children’s songs and dances to the concepts they represent (e.g., May Pole Dance and planting, Tisket a Tasket and basket weaving, etc.)</li> </ul>	<p><b>Sing memorized songs from diverse cultures.</b></p> <ul style="list-style-type: none"> <li>▪ Explore song traditions of the local region through singing (sea chanteys, cowboy, railroad songs, etc.) and perform group singing games, identifying the culture or country they represent.</li> </ul>	<p><b>Identify universal themes in stories and plays from different periods and places.</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and discuss the following themes in a variety of stories and/or plays: friendship, cooperation, fairness and honesty, and good vs. evil.</li> </ul>	<p><b>Identify artists from his or her own community, county, state and discuss local or regional art traditions.</b></p> <ul style="list-style-type: none"> <li>▪ Identify, examine and analyze the work of three artists that represent the artistic traditions from San Diego, California and the Southwest United States.</li> </ul>
<p><b>3.3</b></p>	<p><b>Explain the function of dance in ceremonial and social community events in Native American cultures.</b></p> <ul style="list-style-type: none"> <li>▪ Discuss how Native American people communicate ideas, wants, and needs through dance.</li> <li>▪ Recognize the connection between dancing and celebrations, rituals, work, traditions, story telling, and socializing among different cultures, including Native Americans.</li> </ul>	<p><b>Play memorized songs from diverse cultures.</b></p> <ul style="list-style-type: none"> <li>▪ Explore instrumental traditions of the local region through performing melodies and accompaniments on classroom and hand-made instruments, identifying the culture or country they represent.</li> </ul>		<p><b>Distinguish and describe representational, abstract, and nonrepresentational works of art.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and compare works of art that depict objects or scenes in a realistic manner (representational), objects or scenes in a brief, simplified manner making little or no effort to show realism (abstract), and that have no recognizable objects in the work of art (non-objective or non-representational).</li> </ul>
<p><b>3.4</b></p>	<p><b>Describe how costumes and shoes influence dance movement.</b></p> <ul style="list-style-type: none"> <li>▪ Discuss how costumes and accessories are used to give significance to a dance (e.g., movement of skirt, hats, bells, castanets, etc.).</li> <li>▪ Describe the significance of footwear to a particular dance (e.g., tap, moccasin, ballet slipper, Pointe shoe, character show, bare feet, etc.) from viewing a variety of pictures, artifacts, and watching dance videos.</li> </ul>	<p><b>Identify differences and commonalities in music from various cultures.</b></p> <ul style="list-style-type: none"> <li>▪ Compare and contrast instruments, voices, and languages in music from a variety of cultures.</li> <li>▪ Identify how musical elements are used in diverse music.</li> </ul>		<p><b>Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, and containers).</b></p> <ul style="list-style-type: none"> <li>▪ Visit a museum or gallery in person, online or through a book or video, observe works of art from at least five regions and cultures from around the world.</li> <li>▪ Explain how artifacts tell about a culture.</li> </ul>

3.5	<b>Name and demonstrate dances of Native Americans.</b> <ul style="list-style-type: none"> <li>▪ Name, demonstrate or describe two types of Native American dances (e.g., Spirit Dance or other ceremonial dances).</li> </ul>			<b>Write about a work of art that reflects a student's own cultural background.</b> <ul style="list-style-type: none"> <li>▪ Identify, research and write about one's own culture, heritage or ethnicity and identify at least one artist or type of artwork representative of that culture.</li> </ul>
4.0	<b>Aesthetic Value</b> Responding to, Analyzing and Making Judgements About Works of Art			
4.1	<b>Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).</b> <ul style="list-style-type: none"> <li>▪ Develop a simple rubric identifying the criteria to assess a dance (level, speed, shape, energy, pathway, memorization of the sequence, focus, effort, expression).</li> <li>▪ Discuss a group dance performance of peers using a rubric and describe what was liked about the dance.</li> </ul>	<b>Select and use specific criteria in making judgments about the quality of a musical performance.</b> <ul style="list-style-type: none"> <li>▪ Develop a rubric identifying the criteria to assess a musical performance using music vocabulary, including how tempo and dynamics are used in performance.</li> <li>▪ Explain likes and dislikes about a performance using music vocabulary.</li> </ul>	<b>Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</b> <ul style="list-style-type: none"> <li>▪ Develop rubrics to measure the use of stage space and the five W's (character voice and movement to portray wants and needs and setting).</li> <li>▪ Identify and discuss how a live or videotaped performance met the developed criteria or rubric (in class, for the student, as a professional).</li> </ul>	<b>Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.</b> <ul style="list-style-type: none"> <li>▪ Discuss similarities and differences between two- and three-dimensional works of art.</li> <li>▪ Discuss how the elements of art are used in selected masterworks to communicate.</li> </ul>
4.2	<b>Explain and demonstrate what it means to be a good audience member.</b> <ul style="list-style-type: none"> <li>▪ Model appropriate behavior (focused attention, clap, gasp, laugh, etc.), while viewing a live dance performance.</li> <li>▪ Discuss the performance using dance vocabulary (time, space, energy, shape; what was liked/disliked, etc.).</li> </ul>	<b>Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</b> <ul style="list-style-type: none"> <li>▪ Discuss how the energy, gesture, and tempo contribute to the expression of music.</li> <li>▪ Create movements to communicate an element of music (e.g., create contrasting movements for different sections, use strong or weak movements to identify dynamics).</li> </ul>	<b>Compare the content or message in two different works of theatre.</b> <ul style="list-style-type: none"> <li>▪ Identify and discuss in what ways the moral or message are the same or different in two different works of theatre (e.g., friendship, cooperation, honesty and fairness, good vs. evil).</li> </ul>	<b>Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.</b> <ul style="list-style-type: none"> <li>▪ Discuss the use of art elements and how they contribute to the mood in an original work of art.</li> <li>▪ Describe the use of color, tints and shades, light and dark values, different kinds of lines, the foreground, middle ground, and background in an original work of art.</li> <li>▪ Identify places where changes might be made to make one's own work more expressive</li> </ul>
4.3	<b>Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).</b> <ul style="list-style-type: none"> <li>▪ 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,</li> </ul>	<b>Communicate particular ideas or moods in music.</b> <ul style="list-style-type: none"> <li>▪ Discuss how composers and performers can manipulate the elements of music to express ideas and contribute to the mood or style of a musical selection.</li> </ul>		<b>Select an artist's work and, using appropriate vocabulary of visual art, explain its successful compositional and communicative qualities.</b> <ul style="list-style-type: none"> <li>▪ Choose a work of art created by a master artist and describe the lines, shapes/forms, colors, and textures and how the work shows rhythm, movement, emphasis and/or unity.</li> </ul>

	tap, hip hop).			<ul style="list-style-type: none"> <li>Describe the mood, theme or ideas communicated in works of art and explain why the works are considered significant.</li> </ul>
<b>5.0</b>	<b>Connections, Relationships, Applications</b> Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers			
<b>5.1</b>	<p><b>Explain relationships between dance elements and other subjects (e.g., spatial pathways—maps and grids; geometric shapes – body shapes).</b></p> <ul style="list-style-type: none"> <li>Discuss how fractions are used in conjunction with dance turns (1/2, 1/4, 360 degrees), parallel and perpendicular lines, geometric shapes, and curves.</li> <li>Demonstrate and or discuss how a dance uses action words (movement quality), sentence (phrase), and story structure (sequence).</li> </ul>	<p><b>Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</b></p> <ul style="list-style-type: none"> <li>Discuss the commonalities between music and visual art (e.g., line, shape, pattern, rhythm, etc.).</li> <li>Discuss the similarities between music and dance (e.g., tempo, rhythm, beats, pattern, accents, phrasing, etc.).</li> <li>3.0 Discuss the similarities between music and theater (e.g., themes, thematic development, expressive qualities, etc.).</li> <li>4.0 Discuss how the elements of dance, visual art, music, and theatre share common vocabulary but may be interpreted differently (e.g., form).</li> </ul>	<p><b>Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's.</b></p> <ul style="list-style-type: none"> <li>Make meaning of a story or current event by creating a dramatization where students demonstrate knowledge of the five W's through proper setting, dialogue (motivation and response), basic blocking and stage direction, gesture, expression and use of props.</li> </ul>	<p><b>Describe how costumes contribute to the meaning of a dance.</b></p> <ul style="list-style-type: none"> <li>Describe how costumes from three distinct styles of dance (e.g., ballet, folk, hip hop) communicate meaning or mood through fabric, color, fit, design, etc.</li> </ul>
<b>5.2</b>	<p><b>Describe how dancing develops physical and mental well being (e.g., control, flexibility, posture, strength, risk taking).</b></p> <ul style="list-style-type: none"> <li>Explain how dance makes the body feel healthy and happy (e.g., when I move across the floor and practice jumps, I feel light and free; When I do warm-ups my body feels loose, stretched, taller, and ready to go).</li> <li>Explain how dancing makes doing work and play activities easier to accomplish.</li> <li>Explain how dancing gives confidence to try new things.</li> </ul>	<p><b>Identify what musicians and composers do to create music.</b></p> <ul style="list-style-type: none"> <li>Discuss where composers get inspiration to create music (e.g., an idea or concept, feeling, image, historical event, etc.).</li> <li>Analyze a short composition and discuss how the elements of music may express the composer's intent.</li> <li>Identify the creative process involved in composing and performing (e.g., inspiration, practice, revision, performance, etc.)</li> </ul>	<p><b>Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to share and accept other's ideas, and/or come to consensus while participating in theatrical games and improvisations.</li> <li>Demonstrate ability to listen to others, take direction, and clearly express ideas to others while participating in theatrical games and improvisations.</li> </ul>	<p><b>Write a poem or story inspired by his or her own works of art.</b></p> <ul style="list-style-type: none"> <li>Choose one favorite original work of art and write a poem or story to describe the main idea or meaning of the work</li> </ul>

5.3	<p><b>Explain how the time management, problemsolving, and self-discipline skills required for composing a dance apply to other school activities.</b></p> <ul style="list-style-type: none"> <li>▪ Discuss how creating dance inspires creativity and different ways of thinking in other subject areas.</li> <li>▪ Discuss how focus, concentration, and time management used in creating, practicing, and performing a dance correlates with doing class and homework.</li> </ul>			<p><b>Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.</b></p> <ul style="list-style-type: none"> <li>▪ Examine works of art depicting people doing things and predict what may happen next using visual clues to support conclusions.</li> </ul>
5.4	<p><b>Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).</b></p> <ul style="list-style-type: none"> <li>▪ Identify the types of professionals in the performing arts (dancer, instrumentalist, vocalist, actor, choreographer, composer, conductor, director).</li> <li>▪ Identify at least three common activities professional performing artists share (e.g., warming up, practicing basic skills such as plies, scales, vocal exercises, and breathing exercises), rehearsing and performing.</li> </ul>			<p><b>Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.</b></p> <ul style="list-style-type: none"> <li>▪ Describe how artists in many professions make or design objects used in everyday life and discuss the aesthetic value and function of the artists' work.</li> </ul>