

VAPA Curriculum Map - Grade 3

THREADS THROUGHOUT THE YEAR

The threads represent ongoing learning opportunities across the four VAPA disciplines in which students should be actively engaged throughout all units of inquiry during the entire school year. These items should not be isolated to any one particular unit of inquiry.

Students will be provided opportunities to:

- Continue to Expand and refine basic skills and concepts while creating, practicing, analyzing and responding to the arts
- Reflect, identify, discriminate, and discern on the elements of art and explain their influence on other works of art
- Create compositions that reflect student's personal meaning based on previous knowledge, skills and experience
- Explore different cultural versions of similar works of art
- Explore the relationship between elements and mood and expression
- Use appropriate vocabulary to make inferences based on knowledge of the elements of art
- Use prior arts knowledge and acquired skills and concepts to make connections in daily life
- Demonstrate artistic knowledge and personal expression through improvisation
- Explore relationships within and among the arts: theme, sequence, space, and rhythm
- Develop increased focus, concentration and motor skills through participation in the arts
- Problem-solve with others using appropriate communication skills and practicing self-discipline
- Develop a rubric and apply the rubric to evaluate a work of art

These are essential learnings that represent bigger ideas/concepts in creating the arts.

- Develop independence while continuing to strengthen and build student understanding and expression through **creating art** (illustrate, construct, perform, improvise, compose, and choreograph).
- Synthesize previously learned skills and experiences, and use personal expression to **create art**.

These are essential learnings that represent bigger ideas/concepts in responding to the arts.

- Develop independence while continuing to strengthen and build student understanding and expression through **responding to art** (listen, talk, move, and write).
- Synthesize previously learned skills and experiences, and use personal expression to **respond to art**.

These are essential questions that learners ask themselves in order to achieve the essential learnings in creating the arts.

- How do I use theme, sequence, space, and rhythm when creating art?
- How do I use my knowledge of arts vocabulary, concepts, skills and

These are essential questions that learners ask themselves in order to achieve the essential learnings in responding to the arts.

- How does the use of art in everyday life affect and influence me personally?
- What criteria do I use to create my evaluation rubric?

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<p>personal expression to create art?</p> <ul style="list-style-type: none"> • How do I communicate ideas and moods through my skills and personal expression? • How can improvisation demonstrate my artistic knowledge and personal expression? • How do I problem-solve while communicating with others to create art? • How does my participation in the arts increase my focus, concentration and motor skills? • How can I create art that communicates relationships within and among the arts? 	<ul style="list-style-type: none"> • What so I need to know to analyze works of art? • How do I identify, discern, discriminate and reflect on the elements of art? • How do I identify differences, commonalities and functions of art between and among cultures and time periods? • How can I determine relationships between elements, mood and expression? • What do I have to know in order to make appropriate inferences in art?
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These are units of study that lead to the essential learnings (36 weeks)

Dance	Music	Theatre	Visual Art
<ol style="list-style-type: none"> 1. Dynamics: A Rainbow of Colors 2. Props: To Use or Not to Use...That is the Question!! 3. Mood and Expression: Feeling Blue? Seeing Red? 4. Elements and Choreography: A Little of This, A Little of That (1) <ul style="list-style-type: none"> ▪ Dance Elements Checklist for Dancers and Observers ▪ Scoring Rubric - Original Choreography 5. Elements and Choreography: A Little of This, A Little of That (2) <ul style="list-style-type: none"> ▪ Dance Elements Checklist for Dancers and 		<ol style="list-style-type: none"> 1. Creating Character and Setting: Life in a Box 2. Character and Scene Development: what a Character You Are! <ul style="list-style-type: none"> ▪ Character Observation Handout 3. One Act Plays: Scenes and Storyboarding 4. Blocking: Which Way Do I Go? <ul style="list-style-type: none"> ▪ Diagram of Stages and Stage Areas ▪ Blocking Quiz Templates 5. Blocking: You Want Me to Do What? 6. Dramatic Form: Making a Story come to Life 7. Dramatic Form and Play 	<ol style="list-style-type: none"> 1. Creating a Sketchbook 2. The Illusion of Space <ul style="list-style-type: none"> ▪ Object in Space Worksheet ▪ Student Checklist ▪ Landscape, Seascape and Cityscape Scoring Rubric ▪ Identifying Fore, Middle and Background 3. Mixing Tints and Shades 4. Identifying Abstract, Representation and Non-Representational Art <ul style="list-style-type: none"> ▪ Identifying Representational, Abstract and Nonrepresentational Art Worksheet

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<p>Observers</p> <ul style="list-style-type: none"> ▪ Scoring Rubric - Original Choreography <p>6. Form: Letters Are Not Just For Words</p> <ul style="list-style-type: none"> ▪ Form Index Cards <p>7. Native American Dance: Roar! Animal Power</p> <ul style="list-style-type: none"> ▪ Totem Poles <p>8. Native American Dance: Powwow</p> <ul style="list-style-type: none"> ▪ Native American Dance for Males ▪ Native American Dance for Females <p>9. Native American Dance: Let's Have a Powwow</p>		<p>Analysis: Henry and Ramona</p> <p>8. From Story to Play: Tell Me a Story and Then I'll Write and Play! (1)</p> <ul style="list-style-type: none"> ▪ <i>The Princess and the Pea</i>, by Hans Christian Andersen (Denmark) ▪ <i>The Most Sensitive Woman</i> (Italy) <p>9. From Story to Play: Tell Me a Story and Then I'll Write a Play (2)</p>	<p>5. Observational Drawing of Still Life with Value Study</p> <ul style="list-style-type: none"> ▪ Class Record At-A-Glance Still Life Drawing Assessment <p>6. Clay Sculpture of Organic Form</p> <ul style="list-style-type: none"> ▪ Student Checklist <p>7. Rhythm and Movement Through Printmaking</p> <p>8. About San Diego Art and Artists</p> <ul style="list-style-type: none"> ▪ Artist Biographies <p>9. Virtual or Actual Gallery Visit</p>
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