



THIRD GRADE

DANCE

MUSIC

THEATRE

VISUAL ARTS

By the End of Third Grade a Peninsula School District Student will:

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| <ul style="list-style-type: none"> • Maintain a steady beat to music (time) • Create symmetrical/asymmetrical shapes with the body (space) • Create and perform movement with focus • Create and perform smooth and sharp movements (energy) • Create basic movement sequences using ABA, echo, canon (form) • Achieve balance through concentration and muscle control • Demonstrate safe and appropriate stretching techniques • Move various parts of the body separately • Describe the differences in style between two artworks • Demonstrate audience response skills • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process • Identify how ideas are expressed through the arts • Use the arts to communicate for a specific purpose (e.g., inform, motivate) • Recognize that aesthetic choices are influenced by environment and experience • Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) • Apply arts knowledge and skills to reinforce learnings in other content areas • Identify how the arts impact choice of activities outside of school • Recognize that artworks reflect culture • Identify career roles in the arts • Meet goals and deadlines to complete work | <ul style="list-style-type: none"> • Read, write, and create using rhythms including half and whole notes and rests (rhythm) • Understand and use crescendo/decrescendo (expression) • Understand that sounds are produced by vibrations (timbre) • Identify and use the following musical notation: bar line, measure, time signature, fermata, repeat sign (notation) • Identify and perform simple musical forms (i.e., verse-refrain, round/canon) (form) • Understand how combinations of steps, leaps, and repeated notes make up a melody (melody) • Aurally discriminate between same & different melodic phrases (melody) • Aurally discriminate between unison and harmony (harmony) • Sing rounds and partner songs • Aurally recognize rhythmic sets of twos and threes • Play various unpitched percussion instruments showing appropriate care • Describe the differences in style between two artworks • Demonstrate audience response skills • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process • Identify how ideas are expressed through the arts • Use the arts to communicate for a specific purpose (e.g., inform, motivate) • Recognize that aesthetic choices are influenced by environment and experience • Identify common compositional elements through arts 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audience response skills • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process • Identify how ideas are expressed through the arts • Use the arts to communicate for a specific purpose (e.g., inform, motivate) • Recognize that aesthetic choices are influenced by environment and experience • Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) • Apply arts knowledge and skills to reinforce learnings in other content areas • Identify how the arts impact choice of activities outside of school • Recognize that artworks reflect culture • Identify career roles in the arts • Meet goals and deadlines to complete work | <ul style="list-style-type: none"> • Use line to create details • Identify and make light, dark and middle values • Identify and use warm/cool colors • Identify and use the spatial concepts of positive/negative space • Use texture in two and three dimensional work • Identify and use movement within an artwork • Use art tools and materials safely and appropriately • Blend art media for different visual purposes • Demonstrate proper care of tools and materials • Use line to create details • Describe the differences in style between two artworks • Demonstrate audience response skills • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process • Identify how ideas are expressed through the arts • Use the arts to communicate for a specific purpose (e.g., inform, motivate) • 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