



PENINSULA SCHOOL DISTRICT
Arts Curriculum
Third Grade

1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

BENCHMARK 1 Grade 5 (EALR)	A Peninsula Third Grade Student Will: (from the Frameworks) Dance	A Peninsula Third Grade Student Will: (from the Frameworks) Music	A Peninsula Third Grade Student Will: (from the Frameworks) Theatre	A Peninsula Third Grade Student Will: (from the Frameworks) Visual Arts	Instructional Materials that Support Student Learning	Instructional Strategies and Suggested Tools that Support Student Learning, Assessing, and Recording (from the Frameworks)
1.1.1 Understand arts concepts and vocabulary						
Identify and use visual art, dance, theatre, and music vocabulary and concepts	<u>Elements</u> <i>space</i> <i>time</i> <i>energy/force</i> <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) 	<u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression</i> <i>(dynamics, style, tempo, phrasing)</i> <i>timbre</i> <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) 	<u>Elements</u> <i>character</i> <i>setting</i> <i>dialogue</i> <i>conflict</i> <i>action</i> <ul style="list-style-type: none"> • Identify character traits of the main character(s) • Identify differences between real and fantasy settings • Identify the sequence of actions within a scene/play/story 	<u>Elements</u> <i>line</i> <i>shape/form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i> <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 		

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1.1.2 Understand arts concepts and vocabulary						
Identify and use visual art, dance, theatre, and music vocabulary and concepts	<u>Principles of Organization</u> <i>repetition</i> <i>form/design</i> <i>theme</i> <ul style="list-style-type: none"> • Create basic movement sequences using ABA, echo, canon (form) 	<u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i> <ul style="list-style-type: none"> • 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) 	<u>Principles of Organization</u> <i>plot</i> <i>design</i> <i>theme</i> <ul style="list-style-type: none"> • Identify the conflict and resolution in a scene/play/story • Identify sounds used to communicate setting and character in a scene/play/story 	<u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement/rhythm</i> <i>repetition/pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i> <ul style="list-style-type: none"> • Identify and use movement within an artwork 		

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1.2 Develop arts skills and techniques						
Identify and use basic art skills and techniques	<ul style="list-style-type: none"> • Achieve balance through concentration and muscle control • Demonstrate safe and appropriate stretching techniques • Move various parts of the body separately 	<ul style="list-style-type: none"> • Sing rounds and partner songs • Aurally recognize rhythmic sets of twos and threes • Play various unpitched percussion instruments showing appropriate care 	<ul style="list-style-type: none"> • Use articulation, pronunciation and enunciation in dramatic activities • Demonstrate a range of movements to create character • Use appropriate feelings to create character • Work with a partner to solve a dramatic problem 	<ul style="list-style-type: none"> • 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 		
1.3 Understand and apply arts styles from various artists, cultures, and times						
Identify specific attributes of art works of various artists, cultures, and times, using arts vocabulary	<ul style="list-style-type: none"> • Describe the differences in style between two artworks 	<ul style="list-style-type: none"> • Describe the differences in style between two artworks 	<ul style="list-style-type: none"> • Describe the differences in style between two artworks 	<ul style="list-style-type: none"> • Describe the differences in style between two artworks 		
1.4 Apply audience skills in a variety of arts settings and performances						
Demonstrate audience conventions in a variety of arts settings and performances	<ul style="list-style-type: none"> • Demonstrate audience response skills 	<ul style="list-style-type: none"> • Demonstrate audience response skills 	<ul style="list-style-type: none"> • Demonstrate audience response skills 	<ul style="list-style-type: none"> • Demonstrate audience response skills 		



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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts						
Develop work using a creative process with instructor direction <ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 		

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2.2 Apply a performance process in the arts						
Develop work using a performance process with instructor <ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 		

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2.3 Apply a responding process to an arts presentation						
Apply a responding process to an arts presentation with instructor direction <ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 		



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3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feelings						
Express ideas and feelings through the arts	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 		
3.2 Use the arts to communicate for a specific purpose						
Create and/or perform an artwork to communicate for a given purpose with instructor direction	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., inform, motivate) 		
3.3 Develop personal aesthetic criteria to communicate artistic choices						
Explain how personal aesthetic criteria is reflected in artwork	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 		



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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work (Essential Academic Learning Requirement)

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4.1 Demonstrate and analyze the connections among the arts disciplines						
Describe skills, concepts and vocabulary common among arts disciplines	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 		
4.2 Demonstrate and analyze the connections between the arts and other content areas						
Identify skills, concepts, and vocabulary common to the arts and other content areas	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learnings in other content areas 		
4.3 Understand how the arts impact lifelong choices						
Analyze how the arts impact personal and community choices	<ul style="list-style-type: none"> Identify how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identify how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identify how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identify how the arts impact choice of activities outside of school 		

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4.4 Understand that the arts shape and reflect culture and history						
Identify specific attributes of artworks that reflect culture	<ul style="list-style-type: none"> • Recognize that artworks reflect culture 	<ul style="list-style-type: none"> • Recognize that artworks reflect culture 	<ul style="list-style-type: none"> • Recognize that artworks reflect culture 	<ul style="list-style-type: none"> • Recognize that artworks reflect culture 		
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work						
Describe career roles in the arts <ul style="list-style-type: none"> • Demonstrate arts skills used in the world of work 	<ul style="list-style-type: none"> • Identify career roles in the arts • Meet goals and deadlines to complete work 	<ul style="list-style-type: none"> • Identify career roles in the arts • Meet goals and deadlines to complete work 	<ul style="list-style-type: none"> • Identify career roles in the arts • Meet goals and deadlines to complete work 	<ul style="list-style-type: none"> • Identify career roles in the arts • Meet goals and deadlines to complete work 		