

ODE FINE ARTS GUIDELINES

~GRADE 3~

DANCE

Historical, Cultural and Social Contexts—Students understand dance forms and styles from a diverse range of cultural environments of past and present society. They know the contributions of significant choreographers, dancers and dance organizations to dance heritage. Students analyze the philosophical beliefs, social systems and movement norms that influence the function and role of dance in the lives of people.

Benchmark A: Identify and perform dances from a variety of cultures of past and present society.

1. Respond in movement to the rhythms in music from various cultures.
2. Demonstrate a dance from a selected culture and time period.

Benchmark B: Explain the settings and circumstances in which dance is found in their lives and the lives of others both past and present.

3. Make distinctions between traditional, social and theatrical dance.

Benchmark C: Recognize and describe how choreographers, dancers and dance contribute to people's cultural heritages.

4. Describe how a choreographer creates and composes dances.

Creative Expression and Communication—Students create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures. They understand how to use dance and movement to express ideas and to make meaning of their world.

Benchmark A: Improvise, create and perform movement phrases with concentration and kinesthetic awareness.

1. Perform a variety of movements with clarity, focus and kinesthetic awareness.

Benchmark B: Use the elements of dance to create a mood or express an idea in a dance study.

2. Create and perform a dance sequence that communicates an experience, story or event.

Benchmark C: Invent multiple solutions to movement problems varying space, time and energy.

3. Invent and demonstrate movements that combine the elements of dance to create visual effects.

Analyzing and Responding—Students express orally and in writing their interpretations and evaluations of dances they observe and perform. They understand and use the vocabulary of art criticism to discuss their responses to a variety of dance forms and styles.

Benchmark A: Describe their responses to movement experiences using dance vocabulary.

1. Explore and discuss the similarities and differences between everyday and dance movements.

Benchmark B: Actively participate in discussions about various reactions to and interpretations of dance performances.

2. Respond to a dance by identifying its sensory and expressive characteristics.

Benchmark C: Explain the relationship between the audience and the performer.

3. Discuss their own reactions to dances they observe or perform.

Valuing the Arts/Aesthetic Reflection—Students inquire about the nature and experience

of dance in their lives. They reflect on the significance and value of dances they observe and perform. Students present points of view about dance and respond thoughtfully to others' points of view.

Benchmark A: Recognize and describe their impressions and opinions of dance experiences (e.g. observing performing or responding to a dance).

1. Show awareness of what makes dance different from other art forms.

Benchmark B: Demonstrate inquiry skills when stating and supporting their views about dance.

2. Discuss reactions to and interpretations of various dances.

Connections, Relationships and Applications—Students apply their knowledge of dance to the study of other arts areas and disciplines outside the arts. Students make connections between dance and healthful living.

Benchmark A: Relate ideas and concepts from the arts and other content areas to expressive movement.

1. Develop ideas and compose an original movement sequence to communicate a short story line (e.g., skating on a big ice pond or finding a wonderful gift).

Benchmark B: Apply basic skills and processes essential to the study of all disciplines to the study of dance.

2. Compare strategies for identifying the main idea in a story with identifying the main idea in a dance.

Benchmark C: Discuss how dance contributes to healthful living.

3. Demonstrate safe practices during movement activities.

DRAMA/THEATRE

Historical, Cultural and Social Contexts—

Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.

Benchmark A: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.

- ___ 1. Demonstrate audience behavior appropriate for forms and styles of drama/theatre including live theatre, film/video and broadcast media.

Benchmark B: Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods.

- ___ 2. Identify universal characters and themes in stories and plays from time periods and cultures.

Benchmark C: Explain the role of writers in creating live theatre, film/video and broadcast media.

- ___ 3. Recognize and describe the roles of writers in live theatre, film/video and broadcast media.

Creative Expression and Communication—

Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre

Benchmark A: Sustain characters with consistency in classroom dramatizations.

- ___ 1. Create the movement and voice of a character using personal experiences to solve problems encountered by a character.
- ___ 2. Use voice, movement, space and/or physical objects to express or communicate thoughts, feelings and ideas both in improvised and scripted activities.

Benchmark B: Create places/spaces where performances can be staged.

- ___ 3. Choose various design components of a story/scene to create appropriate environment.

Benchmark C: Demonstrate various ways to stage classroom dramatizations.

- ___ 4. Direct a fellow student how to perform a task or action in a dramatic situation.

Benchmark D: Communicate a story through storytelling or scripted screen work.

- ___ 5. Differentiate dialogue from action in a specific piece of literature.
- ___ 6. Describe a place using vivid language.
- ___ 7. Express in writing a character's thoughts from his/her perspective.

Analyzing and Responding Standard—

Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.

Benchmark A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.

- ___ 1. Use appropriate dramatic/theatrical vocabulary (e.g., theme, author, playwright) to describe dramatic/theatrical experiences.
- ___ 2. Retell the plot sequence of a dramatic/theatrical work or experience.

Benchmark B: Explain the impact of choices made by artists (e.g. playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.

- ___ 3. Identify and defend their own interpretations of a character.
- ___ 4. Compare and contrast the elements (e.g., plot, character, theme, setting) of various narratives.

Benchmark C: Apply criteria for evaluating a theatrical work.

- ___ 5. Apply a set of criteria for evaluation of theatrical experiences.
- ___ 6. Critique an actor's portrayal of a character based on voice, gesture, facial expression and movement.

Valuing Drama/Theatre/Aesthetic Reflection—

Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.

Benchmark A: Apply personal criteria for evaluating drama/theatre works or experiences.

- ___ 1. Use personal criteria to discuss their responses to a drama/theatre work or experience.

Benchmark B: Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.

- ___ 2. Restate opinions of others about a drama/theatre work or experience.

Connections, Relationships and Applications—

Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and

skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.

***Benchmark A:** Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.*

- ____ 1. Use elements of theatre to communicate information.
- ____ 2. Use concepts or ideas from other academic content areas to create drama/theatre.

***Benchmark B:** Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.*

- ____ 3. Compare and contrast characters and situations in stories/drama from and about various cultures.
- ____ 4. Use problem-solving and communication skills to dramatize a story or current event.

MUSIC

Historical, Cultural and Social Contexts—

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

Benchmark A: Identify and demonstrate basic music forms.

- ___ 1. Identify and demonstrate AB form and verse/refrain form.

Benchmark B: Identify and respond to music of historical and cultural origins.

- ___ 2. Sing, listen and move to music from world cultures.
___ 3. Discuss the purpose of music from selected historical periods.
___ 4. Identify, listen and respond to music of different composers.

Benchmark C: Recognize the interaction of people in music.

- ___ 5. Recognize and describe ways that music serves as an expression in various cultures.

Creative Expression and Communication—

Students sing, play instruments, improvise, compose, read and notate music.

Benchmark A: Sing and/or play instruments alone and with others, demonstrating a variety of repertoire using proper technique, accurate rhythm and pitch, and appropriate expressive qualities.

- ___ 1. Sing, alone and with others, a varied repertoire

of songs with accurate rhythm and pitch and appropriate expressive qualities.

- ___ 2. Use the head voice to produce a light, clear sound and maintain appropriate posture.
___ 3. Play, alone and with others, a variety of classroom instruments with proper technique.

Benchmark B: Read, write, improvise and compose melodies and accompaniments.

- ___ 4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).
___ 5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
___ 6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

Analyzing and Responding—**Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.**

Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

- ___ 1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
___ 2. Identify how elements of music communicate ideas or moods.
___ 3. Identify and respond to simple music forms (e.g., rondo, AB).

Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

- ___ 3. Identify selected music instruments (e.g., flute, trumpet, guitar, 4. Identify the four families of orchestral instruments visually and aurally.

Benchmark C: Discuss and evaluate individual and group music performance.

- ___ 5. Discuss and evaluate individual music performance.

Valuing Music/Aesthetic Reflection—**Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.**

Benchmark A: Reflect on their own performances and the performances of others.

- ___ 1. Participate in developmentally appropriate music activities.
___ 2. Develop criteria for reflecting on their performances.

Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.

- ___ 3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.

Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods, or images and influences personal preferences.

- ___ 4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
___ 5. Demonstrate how music communicates meaning of text, feelings and moods or images.
___ 6. Identify personal preferences for specific music selections.

Connections, Relationships and Applications—**Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.**

Benchmark A: *Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.*

- ____ 1. Interpret music through dance, drama and visual art.
- ____ 2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
- ____ 3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.

Benchmark B: *Describe how music is used in various cultures in the United States.*

- ____ 4. Identify similarities and differences in music of the United States.

Benchmark C: *Identify and describe roles of musicians in various music settings.*

- ____ 5. Discuss that some people write music, direct music and/or perform music as jobs.

VISUAL ART

Historical, Cultural and Social Contexts—

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Benchmark A: Recognize and describe visual art forms and artworks from various times and places.

- ___ 1. Connect various art forms and artistic styles to their cultural traditions.

Benchmark B: Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

- ___ 2. Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

Benchmark C: Identify and describe the different purposes people have for creating works of art.

- ___ 3. Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

Benchmark D: Place selected visual art exemplars (e.g. artists art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.

- ___ 4. Recognize selected artists who contributed to the cultural heritages of the people of the United States.

Creative Expression and Communication—

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

Benchmark A: Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

- ___ 1. Demonstrate skill and expression in the use of art techniques and processes.
___ 2. Use appropriate visual art vocabulary when describing art-making processes.

Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.

- ___ 3. Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).
___ 4. Identify relationships between selected art elements and principles (e.g., color and rhythm).

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

- ___ 5. Recognize and identify a purpose or intent for creating an original work of art.
___ 6. Create an original work of art that illustrates a story or interprets a theme.

Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.

- ___ 7. Use feedback and self-assessment to improve the quality of artworks.

Analyzing and Responding—Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the

vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

Benchmark A: Identify and describe the visual features and characteristics in works of art.

- ___ 1. Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).
___ 2. Explore and describe how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability).

Benchmark B: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

- ___ 3. Discuss different responses to, and interpretations of, the same artwork.

Benchmark C: Contribute to the development of criteria for discussing and judging works of art.

- ___ 4. Identify successful characteristics that contribute to the quality of their own artworks and the works of others.
___ 5. Identify criteria for discussing and assessing works of art.

Valuing the Arts/Aesthetic Reflection—Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

Benchmark A: Apply basic reasoning skills to understand why works of art are made and valued.

- ___ 1. Explain reasons for selecting an object they think is a work of art.

Benchmark B: Form their own opinions and views about works of art and discuss them with others.

____ 2. Ask clarifying questions about others' ideas and views concerning art.

Benchmark C: *Distinguish and describe the aesthetic qualities in works of art.*

____ 3. Distinguish between technical and expressive qualities in their own artworks.

Connections, Relationships and

Applications—Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

Benchmark A: *Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.*

____ 1. Interpret a favorite painting through movement or music.

Benchmark B: *Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.*

____ 2. Communicate mathematics, geography or science information visually (e.g., develop a chart, graph or illustration).

Benchmark C: *Create and solve an interdisciplinary problem using visual art processes, materials and tools.*

____ 3. Apply problem-solving skills from other subject areas (e.g., scientific method and inquiry processes) to solve artistic problems.

Benchmark D: *Describe how visual art is used in their communities and the world around them and provide examples.*

____ 4. Provide examples of different types of artists

(e.g., muralists, industrial designers, architects and book illustrators) and describe their roles in everyday life.