

**Fine Arts Standards  
Grades 3-5**

(Standards taught across the curriculum throughout the year)

<b>Performance Area</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<b>Power Standards</b> By the end of a grade, students will . . .	<b>The Arts Around Me</b> 1. Utilize a variety of elements in their original art creations. 2. Understand and appreciate the importance of the arts in various cultures. 3. Communicate through various forms of the arts.	<b>The Arts in Many Places</b> 1. Incorporate a variety of elements into their own work. 2. Distinguish the difference in the various elements in all of the arts. 3. Describe how the arts affect our lives.	<b>The Arts Throughout Time</b> 1. Incorporate advanced elements to convey meaning in various art forms. 2. Understand how the elements and principles of art have been used throughout time. 3. Describe moods and emotions depicted in artwork. 4. Demonstrate how an audience affects or impacts the arts.

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Performance Area	3rd Grade	4th Grade	5th Grade
<p><b>Elements, Organizing Principles, and Expressive Qualities</b></p>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Create and demonstrate dances showing an understanding of AB form and logical sequencing of movement.</li> <li>2. Structure movements into dance phases and sections.</li> <li>3. Identify specific actions, gestures, and changes in movements that communicate feelings and ideas.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Identify the difference between performance and audience space.</li> <li>2. Explain how movement and sound are used in drama/theatre to communicate ideas and characters.</li> <li>3. Suggest alternative dialogue and/or actions to complete or change a story.</li> <li>4. Identify the plot, character, setting, problem, and message of a drama.</li> <li>5. Identify emotions communicated through body language choices.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Identify simple music forms (e.g., rondo, ostinato) when presented orally.</li> <li>2. Describe the tempo(s) and dynamic level(s) in a simple musical example.</li> <li>3. Demonstrate duple and triple meter.</li> <li>4. Identify major and minor tonalities in music examples.</li> <li>5. Define melody and harmony.</li> <li>6. Describe repetition and contrast in form in a musical example.</li> <li>7. Identify the selection or organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Describe line direction; i.e., horizontal vertical, and diagonal.</li> <li>2. Give examples of organic; i.e., free-form, natural, etc., and man-made shapes in the visual environment.</li> <li>3. Identify the positive and negative space in an artwork.</li> <li>4. Distinguish between 2-D and 3-D artworks.</li> <li>5. Identify symbols from everyday life in a given artwork.</li> <li>6. Compare mood in artworks.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Describe quick/slow, strong/light movements in personal and peer performances.</li> <li>2. Identify various choreographic and musical forms (AB, ABA, and round).</li> <li>3. Interpret the kinds of meanings/feelings conveyed by different space, time, and energy (force and flow) factors (e.g., fast/light, ongoing, large actions on a zigzag pathway for excitement).</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Defend movement and vocal choices used to communicate an idea.</li> <li>2. Identify the elements of a scripted drama (e.g., dialogue, narration, character lists, time, place listing).</li> <li>3. Identify the message, theme, and purpose of a drama.</li> <li>4. Explain how music and sound are used to communicate emotion and mood.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Describe the tempi and dynamic levels in a complex aural musical example.</li> <li>2. Identify the tone color(s) – timbres – of the instruments and/or voices in an aural musical example.</li> <li>3. Distinguish major and minor tonalities in aural musical examples.</li> <li>4. Distinguish between a melody with harmony and a melody without harmony.</li> <li>5. Explain the selection of organizational and sensory element to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments.</li> <li>6. Identify the meter in a musical example.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Mix different values of a single color.</li> <li>2. Duplicate form in same, smaller, and larger sizes.</li> <li>3. Use contrast and shapes to create emphasis.</li> <li>4. Mix values of a color to express a color scheme (e.g., monochromatic).</li> <li>5. Recognize variation in size and proportion to express an idea.</li> <li>6. Explain the importance of the light source in creating light and shadow.</li> <li>7. Know the elements of art and be able to find them in many things including artwork, everyday objects, and nature.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Distinguish among the qualities of sustained, percussive, swing, vibrate, suspend, and collapse (time, force, flow).</li> <li>2. Structure movement phrases using choreographic (aesthetic) principles (e.g., repetition, contrast).</li> <li>3. Discuss possible meanings of various dance compositions.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Analyze movement and sound (both vocal and non-vocal) choices used to communicate mood and character.</li> <li>2. Combine physical shape, level, and/or facial expression to communicate theme, emotion, mood, and/or character dynamics.</li> <li>3. Identify conflict in a drama (e.g., man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society).</li> <li>4. Evaluate the choice of setting and character used in a drama.</li> <li>5. Analyze how different emotions affect an actor's movement, facial expression, posture, walk, and gestures.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Translate common Italian term tempos (e.g., andante, presto) and dynamic(s) (e.g., piano, forte) and articulation(s) (e.g., staccato, legato).</li> <li>2. Distinguish major and minor tonalities in aural musical examples.</li> <li>3. Identify the texture (e.g., poly-, homo-, or monophonic) in a given aural example.</li> <li>4. Compare and contrast the use of expressive qualities in two performances of the same musical example.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Use line direction to produce a contour drawing.</li> <li>2. Know the difference between simulated and actual texture.</li> <li>3. Describe the mood depicted in a variety of artwork with the same subject.</li> <li>4. Identify the horizon line in a given art work.</li> <li>5. Know the elements of arts and be able to find them in many things including intentional art, everyday objects, and nature.</li> </ol>

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<b>Producing Works of Art</b>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Discuss ways words, sounds, pictures, props, and stories are used to create or perform dances.</li> <li>2. Create and perform sequences/phrases that demonstrate the elements.</li> <li>3. Describe processes used when creating dances; e.g., imagining, visualizing, problem-solving, and how ideas are communicated through movement.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Compare collaboration strategies used to plan a drama.</li> <li>2. Interact with other characters using safe and appropriate movement and dialogue in an improvised and/or practiced/rehearsed drama.</li> <li>3. Demonstrate the skills of listening, observing, and concentrating.</li> <li>4. Demonstrate decision-making and problem-solving techniques to create a drama.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Use appropriate vocal timbre and volume when singing classroom songs.</li> <li>2. Use correct technique when playing classroom instruments.</li> <li>3. Echo, read and/or write accurately rhythm patterns with whole, half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</li> <li>4. Sing or play accurately simple pitch notation in the treble clef using a symbol.</li> <li>5. Identify orchestra/band instruments from aural examples.</li> <li>6. Improvise rhythmic and melodic accompaniments for songs of various cultures.</li> <li>7. Create short songs or instrumental pieces within specified guidelines.</li> <li>8. Sing or play music that has a difficulty level of 1 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo).</li> <li>9. Classify instruments according to how their sounds are produced (e.g., string, wind, percussion).</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Describe and demonstrate how two materials; i.e., crayon and chalk, are used to achieve different effects depicting a similar idea.</li> <li>2. Demonstrate fundamental processes in a variety of visual art forms.</li> <li>3. Match the processes used with simple tools; i.e., applying paint, modeling clay, etc.</li> <li>4. Create a composition expressing a personal idea from observation, research, or imagination.</li> <li>5. Create the illusion of depth and texture in a 2-D artwork; e.g., overlap, size, change, and placement.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Identify specific movements that can be applied in response to words, sounds, pictures, props, and/or stories.</li> <li>2. Perform step patterns in response to varied rhythms.</li> <li>3. Use a variety of dance elements and resources to convey ideas, feelings, or characters in dance compositions.</li> <li>4. Apply the creative processes; e.g., problem-solving, interpreting, imagining, visualizing, communicating, when creating dances.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Analyze the ways the mind, body, voice are used to communicate character, setting and emotions.</li> <li>2. Identify support tools used in drama; i.e., costumes, sets, lights, props, sound, makeup).</li> <li>3. Demonstrate concentration, recall, and memorization of sequencing to create a drama.</li> <li>4. Demonstrate teamwork when planning a drama.</li> <li>5. Demonstrate the use of a puppet to communicate a story.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Classify voice by range.</li> <li>2. Demonstrate basic vocal and/or instrumental production techniques; e.g., breath support, posture.</li> <li>3. Sing or play accurately simple rhythmic and melodic patterns from a written score.</li> <li>4. Read and/or write accurately melodies with rhythm, patterns in whole, half, quarter, and eighth and dotted notes and rests in 2/4, 3/4, 4/4 meter signature.</li> <li>5. Create short songs or instrumental pieces within specified guidelines.</li> <li>6. Sing or play music that has a difficulty level of 2 on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath; bow mallet; or fingering control with clear articulation/diction.</li> <li>7. Create or arrange short songs or instrumental pieces within specified guidelines.</li> <li>8. Identify general groupings of instruments and voices.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Select and use appropriate tools and materials to create in 2-D and 3-D.</li> <li>2. Describe or demonstrate tools and processes or weaving, printmaking, and sculpture.</li> <li>3. Describe the mood depicted in a variety of artwork with the same subject.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Recognize and implement safe dance practices required for maintenance of a healthy body.</li> <li>2. Identify the production aspects of dance (e.g., music, lighting, costuming, scenery, setting) seen in dance compositions.</li> <li>3. Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing.</li> <li>4. Apply spatial factors and a range of action relationships (e.g., unison, rhythmic step patters (e.g., schottische, polka, grapevine).</li> <li>5. Develop a repertoire of folk dance representative of a variety of cultures.</li> <li>6. Evaluate dances in terms of the creating processes, (e.g., the choreographer's interpretation, communication of the theme).</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the creative problem solving process.</li> <li>2. Identify the similarities and differences between acting, directing, and playwrighting.</li> <li>3. Enact a drama with a group demonstrating focus, concentration, teamwork, and rehearsal.</li> <li>4. Sequence a series of actions and events into a drama.</li> <li>5. Create environments of simple staging for a drama.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Classify musical groups according to their instruments/voice (e.g., quartet, solo).</li> <li>2. Use standard notation to record simple musical ideas.</li> <li>3. Sing or play melodies accurately and expressively from a written score in at least one clef.</li> <li>4. Identify and accurately interpret symbols for dynamics, tempo, expression, and articulation.</li> <li>5. Describe the role of the composer.</li> <li>6. Describe the role of conductors, singers or instrumentalists in a performance.</li> <li>7. Improvise simple harmonic accompaniments using a variety of sound sources.</li> <li>8. Sing or play music that has a difficulty level of 2 on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath; mallet or fingering control; and with clear articulation/diction.</li> <li>9. Compose/arrange music within specific guidelines.</li> <li>10. Improvise rhythmic and melodic variations on given melodies.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Select specific tools, materials, and processes to communicate an idea in a 2-D and 3-D artwork.</li> <li>2. Recognize the different characteristics of similar materials, (e.g., water/color/tempera, crayon/chalk).</li> </ol>

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<p><b>The Arts in History, Society, and Everyday Life</b></p>	<p><b>Dance, Drama, Music and Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Match the types of occupations with their art form (e.g., actors, directors, playwright, designer with drama).</li> <li>2. Compare ways the arts are used in a celebration.</li> <li>3. Point out ways the arts are used for personal time and enrichment.</li> <li>4. Use the vocabulary of elements, principles, and tools when describing a work of art.</li> <li>5. Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools.</li> <li>6. React to performances/art works in a respectful, constructive, and supportive manner.</li> <li>7. Describe how the arts inform viewers about people and events from history.</li> <li>8. Name significant artists in dance, drama, music, or visual art.</li> </ol>	<p><b>Dance, Drama, Music and Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Evaluate audience behaviors of self and others.</li> <li>2. Describe the roles of artists in society (e.g., historian, critic, entertainer, inventor).</li> <li>3. Describe a variety of places where the arts are produced, performed, or displayed.</li> <li>4. Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., architecture, landscape design, political cartoons, fashion design, background music, television).</li> <li>5. Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).</li> <li>6. Describe occupations that are related to the arts (e.g., landscape architect, political cartoonists, fashion designer, sound engineer).</li> <li>7. Identify cultural characteristics of a work of art.</li> <li>8. Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festival, seasons).</li> </ol>	<p><b>Dance, Drama, Music and Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate good audience behavior and evaluate the behavior of self and others.</li> <li>2. Describe how audience behavior changes a product or performance.</li> <li>3. Know that there are many art forms throughout the world that are unique to different countries and cultures.</li> </ol>