

THIRD GRADE CA CONTENT STANDARDS RELATED TO BBMT

Standard Identifier: [3.DA.Cr1](#)

Grade: **3**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

Process Component(s): Explore

Performance Standard(s):

- a. Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.
- b. Explore a given movement problem. Select and demonstrate a solution.

Standard Identifier: [3.DA:Pr4](#)

Grade: **3**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?

Process Component(s): Express

Performance Standard(s):

- a. Judge spaces as distance traveled and use space three dimensionally Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.
- b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

Standard Identifier: [3.MA:Pr4](#)

Grade: **3**

Content Area: **Arts**

Category: **Media Arts**

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question(s): How are complex media arts experiences constructed?

Process Component(s): Integrate

Performance Standard(s):

Practice combining varied academic, arts, and media forms and content, such as animation, music, and dance, into unified media artworks.

Standard Identifier: [3.MU:Cn10](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Process Component(s): Synthesize

Performance Standard(s):

Identify and demonstrate how personal interests, experiences, and ideas relate to creating, performing, and responding to music.

Standard Identifier: [3.MU:Cr2](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent

Essential Question(s): How do musicians make creative decisions?

Process Component(s): Plan & Make

Performance Standard(s):

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Standard Identifier: [3.MU:Cr3.2](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question(s): When is creative work ready to share?

Process Component(s): Present

Performance Standard(s):

Present the final version of personal created music to others and describe connection to expressive intent.

Standard Identifier: [3.MU:Pr4.1](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question(s): How do performers select repertoire?

Process Component(s): Select

Performance Standard(s):

Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Standard Identifier: [3.MU:Pr4.2](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question(s): How does understanding the structure and context of musical works inform performance?

Process Component(s): Analyze

Performance Standard(s):

- a. Demonstrate understanding of the structure in music selected from a variety of cultures for performance.
- b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
- c. Describe how context (such as personal and social) can inform a performance.

Standard Identifier: [3.MU:Pr4.3](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question(s): How do performers interpret musical works?

Process Component(s): Interpret

Performance Standard(s):

Demonstrate and describe how intent is conveyed through expressive qualities (such as voice quality, dynamics and tempo).

Standard Identifier: [3.MU:Re7.2](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question(s): How do individuals choose music to experience?

Process Component(s): Analyze

Performance Standard(s):

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Standard Identifier: [3.MU:Re8](#)

Grade: **3**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Process Component(s): Interpret

Performance Standard(s):

Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect creators' expressive intent.

Standard Identifier: [3.TH:Cn10](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Process Component(s): Empathize

Performance Standard(s):

Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

Standard Identifier: [3.TH:Cn11.1](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: 11.1 Theatre artists understand and can communicate through their creative process as they analyze the way the world may be understood.

Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Process Component(s): Interrelate

Performance Standard(s):

- a. Identify connections to community, social issues and other content areas in drama/theatre work.
- b. Identify responsible practices for creating and adapting drama/theatre works.

Standard Identifier: [3.TH:Cn11.2](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: 11.2 Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Process Component(s): Research

Performance Standard(s):

- a. Explore how stories are adapted from literature to drama/theatre work.
 - b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.
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Standard Identifier: [3.TH:Cr1](#)

Grade: 3

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

Essential Question(s): What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Process Component(s): Envision, Conceptualize

Performance Standard(s):

- a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.
 - b. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
 - c. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
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Standard Identifier: [3.TH:Cr2](#)

Grade: 3

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question(s): How, when, and why do theatre artists' choices change?

Process Component(s): Develop

Performance Standard(s):

- a. Participate in methods of investigation to devise original ideas for a drama/theatre work.
 - b. Compare ideas with peers and make revisions that will enhance and deepen group drama/theatre work.
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Standard Identifier: [3.TH:Cr3](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question(s): How do theatre artists transform and edit their initial ideas?

Process Component(s): Rehearse

Performance Standard(s):

- a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work.
 - b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.
 - c. Refine design choices and technical theatre elements to support a devised or scripted drama/theatre work.
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Standard Identifier: [3.TH:Pr4](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

Process Component(s): Select

Performance Standard(s):

- a. Apply the elements of dramatic structure to a story and create a drama/theatre work.
 - b. Explore how movement and voice are incorporated into drama/theatre work.
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Standard Identifier: [3.TH:Pr5](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question(s): What can I do to fully prepare a performance or technical design?

Process Component(s): Prepare

Performance Standard(s):

- a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
 - b. Identify the basic technical theatre elements that can be used in drama/theatre work.
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Standard Identifier: [3.TH:Pr6](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

Process Component(s): Share, Present

Performance Standard(s):

Share small-group drama/theatre work, with peers as audience.

Standard Identifier: [3.TH:Re7](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

Process Component(s): Reflect

Performance Standard(s):

Understand and discuss why artistic choices are made in a drama/theatre work.

Standard Identifier: [3.TH:Re8](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences, culture, and aesthetics.

Essential Question(s): How can the same work of art communicate different messages to different people?

Process Component(s): Interpret

Performance Standard(s):

- a. Consider multiple personal experiences when participating in or observing a drama/theatre work.
 - b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.
 - c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.
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Standard Identifier: [3.TH:Re9](#)

Grade: **3**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists apply criteria to understand, explore, and assess drama and theatre work.

Essential Question(s): How do analysis and synthesis impact the theatre artist's process and audience's perspectives?

Process Component(s): Evaluate

Performance Standard(s):

- a. Understand how and why groups evaluate drama/theatre work.
- b. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.
- c. Consider and analyze technical theatre elements from multiple drama/theatre works.

Standard Identifier: [3.VA:Cr1.1](#)

Grade: **3**

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.1 Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Elaborate on an imaginative idea.

Standard Identifier: [3.VA:Cr1.2](#)

Grade: **3**

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.