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A Fine Arts Standards Guide for Families



What is Expected
in Grade

3

Music

Visual Art



oaea
Ohio Art Education Association



Dear Family,

The Ohio Alliance for Arts Education is pleased to provide you with this ***Fine Arts Standards Guide for Families***. Our aim is to provide information and resources that assist you in helping your child succeed in school. **Academic content standards** for all subjects have been around for a few years in Ohio. The academic content standards guide teachers in knowing what students are expected to learn at any given grade level.

The ***Fine Arts Standards Guide for Families*** series was written by Ohio arts educators participating in the Mentor Project with the Ohio Alliance for Arts Education, funded in part by the Ohio Arts Council. The arts educators saw a need to articulate the academic content standards for the arts in the same manner in which the Ohio Department of Education had communicated those addressing the core subjects of reading, writing, mathematics, science, and social studies in past years. We recognize the expertise, time, and passion for the Mentor Project arts educators have given to this project and hope that you, too, will find this guide helpful to you as a family.

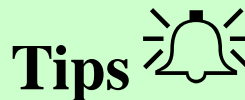
Arts education is part of your child's complete educational experience. The arts are essential to the basic education of all students. The ***Fine Arts Standards Guide for Families*** serves as a starting point from which you can help your child succeed in school. For more information about the complete set of standards, we encourage you to visit the Ohio Department of Education's website at www.ode.state.oh.us and click on *Standards and Instruction* to view the standards in their entirety.

If you are interested in additional information about the Ohio Alliance for Arts Education or would like to become more involved in promoting arts education in your school or district, we welcome your phone call at 614.224.1060 or email at dcollins@oaae.net.

Sincerely,



Donna S. Collins
Executive Director
Ohio Alliance for Arts Education



and Activities

- Encourage creative expression at home. Stock a designated drawer with a variety of art supplies, including crayons, watercolors, markers, modeling clay, and a variety of papers in an assortment of sizes. Computer paper and index cards work well, and scraps of mats or foam board may be available for free from local frame shops. Use items around the house that can be recycled, such as bottles, boxes, or foam. Allow your child to experiment with different mediums before asking to see a finished product. Use art vocabulary when commenting on and discussing your child's artwork.
- Draw pictures of family gatherings or holiday events.
- Read a book and have your child create an artwork reflecting the story or the theme.
- When traveling in the car, point out artworks in communities that you notice, like sculptures, monuments, landmarks, and architecture. Discuss how these may reflect social changes.
- Visit a museum. Talk about balance in a piece of artwork. Ask your child which to identify a favorite artwork and discuss why it is appealing. Call ahead to see if the museum has a hands-on children's section.
- Observe different architecture within your community and examine how the architect's role and work influences society. Discuss other types of artists in your community like muralists, industrial designers, book illustrators, and clothing designers and their roles and/or influence in society.



Connections, Relationships, and Applications

What this means: Children will gain an understanding of the importance of art for its own sake and come to recognize how art can enhance all aspects of a person's education, as well as enriching life beyond the school setting.

- Children should be able to interpret a favorite painting through music or movement.
- Children should be able to communicate math, geography, or science information visually by creating a chart or map.
- Children should be able to apply problem-solving skills from other subject areas to solve artistic problems.
- Children should be able to provide examples of different types of artists (muralists, industrial designers, architects, and book illustrators) and describe their roles in everyday life.

Music



Historical, Cultural, and Social Contexts

What this means: Children will be able to demonstrate knowledge and understanding of music from a variety of musical styles, cultures, and events, past and present, and of its influence on their lives in today's world.

- Children should be able to identify and demonstrate AB form and verse/refrain form.

Check your understanding: Form, AB Form, Verse/Refrain

Form: The structure of a piece of music, how its parts are put together to make the whole.

AB Form: Songs that have one part (series of musical phrases) followed by a second part that differs musically from the first.

Verse/Refrain: Verses are musical sections of a song that may have different lyrics but remain the same musically. In many songs, either a refrain (repeated section, sometimes only one or two lines) will happen at the end of each verse, or the verses will be separated by a longer refrain, also called a chorus.

- Children should be able to sing, listen, and move to music from world cultures.
- Children should be able to discuss the purpose of music from selected historical periods.
- Children should be able to identify, listen, and respond to music of different composers.
- Children should be able to recognize and describe ways that music serves as an expression in various cultures.

Creative Expression and Communication

What this means: Children will be able to read and write (compose) simple rhythms and melodies. They will also be able to perform simple melodies and rhythms, independently or in a group, with technical accuracy and expression.

- Children should be able to sing alone and with others, maintaining correct pitch with accurate rhythm and appropriate expressive qualities.
- Children should be able to sing with a light, clear head voice, and maintain good singing posture.
- Children should be able to play a variety of classroom instruments by themselves or in a group, using proper technique.
- Children should be able to improvise and compose simple rhythmic and melodic phrases and ostinati.

Check your understanding: *Improvise, Compose, Ostinato*

Improvise: To improvise is to spontaneously invent, compose, or perform (by playing, singing, or dancing to music) with little or no preparation.

Compose: To write original music in an organized fashion, usually in written form.

Ostinato: A short melody or pattern that is constantly repeated, usually in the same part on the same pitches. (plural: *ostinati*)



Valuing the Arts/Aesthetic Reflection

What this means: Children will gain an understanding of why art is valued and they will respect diverse points of view about artworks and artifacts.

- Children should be able to explain reasons for identifying an object as art.
- Children should be able to ask clarifying questions about others' ideas and views concerning art.
- Children should be able to distinguish between technical and expressive qualities in our own artworks.

Check your understanding: *Technical and Expressive Qualities*

Technical qualities in art refer to the medium (materials used) and style of an artwork, whereas **expressive qualities** refer to the use of the art elements and principles to express ideas and experi-

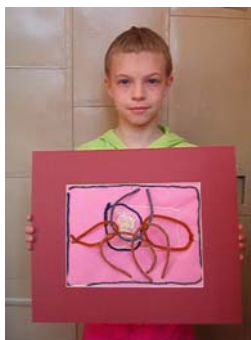
Analyzing and Responding

What this means: Children will use the vocabulary of art to make judgments regarding artistic quality and will be able to interpret meaning in works of art.

- Children should be able to use details to describe the subject matter in artworks.
- Children should be able to explore how artists make use of art principles to create visual effects.
- Children should be able to discuss different interpretations of and responses to the same piece of artwork.
- Children should be able to identify characteristics that contribute to the success of their own artwork, as well as that of others.
- Children should be able to identify criteria for discussing and

*Check your understanding: **Criteria***

Criteria are characteristics that serve as a basis for judging a work.



- Children should be able to read, write, and perform music using whole through sixteenth notes and rests in duple meter.

*Check your understanding: **Duple Meter***

Duple Meter is the grouping of beats into sets of two.

- Children should be able to read, write, and perform extended pentatonic melodies (using six of the eight scale tones) using a system such as solfege, numbers or letters.

*Check your understanding: **Solfege***

Solfege (or *solfeggio*) is the system of arranging the musical notes of the scale by one-syllable names (do, re, mi, fa, sol, la, ti, do) used to teach singing.

Analyzing and Responding

What this means: Children will be able to listen to a wide range of music and then describe and evaluate it using age-appropriate music terminology.

- Children should be able to identify and demonstrate elements of music using proper vocabulary.

Check your understanding: **Elements of Music**

The **Elements of Music** include melody, harmony, rhythm, meter, tempo, dynamics, and timbre. Third grade students should be familiar enough with melody, rhythm, tempo, dynamics, and timbre to use descriptive words for each.

Tempo: Speed or pace of a piece of music.

Dynamics: Volume of sound, or levels of loudness and softness.

Timbre: The tone color of an instrument, voice, or register; the aural qualities of any sound produced that make it unique and identifiable in comparison with other sounds.

- Children should be able to identify how elements of music communicate ideas or moods.
- Children should be able to identify and respond to simple music forms such as rondo and AB form.

Check your understanding: **Rondo**

Rondo is usually a lively piece of music that has a main theme or musical idea that keeps recurring, with various other brief musical themes alternating between the returns to the main theme.

- Children should be able to identify the four instrument families of the orchestra by sight and by sound.

Creative Expression and Communication

What this means: Children will understand the use of tools, techniques, technology, and processes to make art.

- Children should be able to demonstrate skill and expression in the use of art techniques and processes.
- Children should be able to use appropriate art vocabulary when describing art-making processes.
- Children should be able to create two- and three-dimensional works that demonstrate awareness of space and composition.
- Children should be able to identify relationships between selected art elements and principles.

Check your understanding: **Elements and Principles of Art**

The **Elements of Art** include line, shape, color, form, space, texture, and value. Third grade students should be familiar with line, shape, color, space, and texture.

The **Principles of Art** include balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, and unity. Third grade students should be familiar with balance, contrast, movement, repetition, variation, and unity.

- Children should be able to recognize and identify reasons for creating original artworks.
- Children should be able to create original artwork that illustrates a story or interprets a theme.
- Children should be able to use feedback and self-assessment to improve the quality of artworks.



Historical, Cultural, and Social Contexts

What this means: Children will be able to understand the impact history, culture, society, and politics have on art.

- Children should be able to connect various art forms and artistic styles to their cultural traditions.

Check your understanding: Style

Style is the distinctive features of artistic expression (materials used, ways of drawing, painting, or creating) used by a particular person, group, or era. An example of a particular style is found in the work of Pablo Picasso, a modern artist from Spain who painted in the *cubist* style. Cubist artists use lots of basic shapes to create artworks with a two-dimensional appearance.

- Children should be able to identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras.
- Children should be able to identify artworks from their communities and communicate how they reflect social influences and cultural traditions.
- Children should be able to recognize selected artists who contributed to the cultural heritages of the people of the United States.



Check your understanding: Instrument Families

Instruments are generally grouped into four categories or **families** based on how they are constructed and played. The families are most commonly designated as Woodwind, Brass, Percussion, and String.

- Children should be able to discuss and evaluate individual music performance.

Valuing Music/Aesthetic Reflection

What this means: Children will gain an understanding of why music is important to other people and will respect others' opinions about music. Children will be able to express how music is important in their own lives.

- Children should be able to participate in developmentally appropriate music activities such as group and individual performances.
- Children should be able to develop criteria for reflecting on their performances.

Check your understanding: Criteria

Criteria are the set of standards on which a judgment or decision can be based. Well-developed criteria for evaluating musical performance require careful consideration and understanding of the qualities that make a performance successful and enjoyable for an audience.

- Children should be able to display appropriate behavior while attending various performances in and out of school.
- Children should be able to respond physically, emotionally, and/or intellectually (via movement, written/oral description) to a variety of age-appropriate music.

- Children should be able to demonstrate how music communicates meaning of text, images, and feelings or moods.
- Children should be able to identify personal preferences for music selections.

Connections, Relationships, and Applications

What this means: Children will be able to apply what they have learned in music to other subject fields (art, math, science, reading, and social studies), recognizing the similarities and differences between the arts and the other disciplines.

- Children should be able to interpret music through dance, drama, and visual arts.
- Children should be able to identify the use of similar elements (form, rhythm) in music and other art forms.
- Children should be able explain ways that the basic principles and subject matter of music are interrelated with disciplines outside the arts.
- Children should be able to identify similarities and differences in music of the United States and that found in various cultures.
- Children should be able to discuss music professions including composer, conductor, and performer.



Tips and Activities

- Encourage a love for music by attending musical performances in your area. Discuss musical pieces or styles of music your child shows particular interest in. If possible, purchase recordings of these.
- Teach your child two or three new relevant songs during each holiday season.
- As you listen to the radio or watch television, discuss the various types of music heard on shows and commercials.
- Borrow a selection of music from the local library. Listen to short excerpts (maybe one or two minutes) and ask your child to describe the music.
- Encourage your child's natural musicality at home. Foster activities such as mini-concerts for family and friends, featuring music selected by your child.
- Sing in the car when traveling, and make up songs together using familiar tunes. See if your child can sing them in a round with you.
- Inquire about instruments your child may be using in the classroom, asking what instruments are enjoyed in particular. Play along with favorite songs using homemade instruments, and develop movement or dances to go with them.
- After your child performs at school, church, or in a neighborhood group, ask what was done well and what aspects of the performance could be improved.