

**California Content  
 Standard Alignment  
 Hoopoe Teaching-Stories  
 The Old Woman and The  
 Eagle  
 Visual Arts  
 Grade Three**

		Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story: Museum Walk, Class Book, Book Covers	Using Words and Phrases - Playing Charades/Picture-ades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Visual Mysteries	Writing and Retelling with Poetry	Creating Thoughtshots	Making Inside-Outside Boxes	Prepared Readers' Theater/Props
<b>1.0 ARTISTIC PERCEPTION</b> <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</b> Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.																	
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>																	
	1.1 Perceive and describe rhythm and movement in works of art and in the environment.				X								X				
	1.2 Describe how artists use tints and shades in painting.																
⊕	1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.				X								X				
⊕	1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).				X								X				
<i>Analyze Art Elements and Principles of Design</i>																	
	1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.				X								X			X	
<b>2.0 CREATIVE EXPRESSION</b> <b>Creating, Performing, and Participating in the Visual Arts</b> Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.																	
<i>Skills, Processes, Materials, and Tools</i>																	
	2.1 Explore ideas for art in a personal sketchbook.			X	X												
	2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.																

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<b>Creating a Book</b>
<b>Drawing Parts of the Story: Museum Walk, Class Book, Book Covers</b>
<b>Using Words and Phrases - Playing Charades/Picture-ades</b>
<b>Developing Comprehension</b>
<b>Story Scramble</b>
<b>Compare and Contrast</b>
<b>Dialogue Writing</b>
<b>Retelling with Puppets</b>
<b>Developing Reflection and Analogical Thinking</b>
<b>Visual Mysteries</b>
<b>Writing and Retelling with Poetry</b>
<b>Creating Thoughtshots</b>
<b>Making Inside-Outside Boxes</b>
<b>Prepared Readers' Theater/Props</b>

***Communication and Expression Through Original Works of Art***

	2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.			X	X													X
★	2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.			X	X								X					X
	2.5 Create an imaginative clay sculpture based on an organic form.																	
	2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.																	

**3.0 HISTORICAL AND CULTURAL CONTEXT**  
**Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts** Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

***Role and Development of the Visual Arts***

	3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.																	
★	3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions*. (*ethnicity or cultural heritage)				X													
	3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.				X							X	X			X	X	

***Diversity of the Visual Arts***

	3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).																	
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3.5 Write about a work of art that reflects a student's own cultural background.			X										X			
<b>4.0 AESTHETIC VALUING</b> <b>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</b> Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.																
<i>Derive Meaning</i>																
4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.				X								X				
<i>Make Informed Judgments</i>																
4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.	X		X	X												
4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.			X	X								X				
<b><u>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</u></b> <b>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</b> Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.																
<i>Connections and Applications</i>																
5.1 Describe how costumes contribute to the meaning of a dance.																

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5.2	Write a poem or story inspired by their own works of art.			X	X									X		X	
<b>Visual Literacy</b>																	
5.3	Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.	X			X			X					X		X		
<b>Careers and Career-Related Skills</b>																	
5.4	Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.																

✳ = KEY STANDARD

California Content Standard Alignment for Theatre Gr. 3 follows this section.

**California Content Standard Alignment  
Hoopoe Teaching Stories  
The Old Woman and the Eagle  
Theatre  
Grade Three**

		Using Words and Phrases - Playing Charades/Picture-ades	Retelling with Puppets	Prepared Readers' Theater/Props
<b><u>1.0 ARTISTIC PERCEPTION</u></b> <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</b> Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.			X	X
<i>Development of the Vocabulary of Theatre</i>				
•	1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.		X	X
<i>Comprehension and Analysis of the Elements of Theatre</i>				
	1.2 Identify who, what, where, when, and why (the five W's) in a theatrical experience.	X	X	X
<b><u>2.0 CREATIVE EXPRESSION</u></b> <b>Creating, Performing, and Participating in Theatre</b> Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.				
<i>Development of Theatrical Skills</i>				
•	2.1 Participate in cooperative script writing or improvisations that incorporate the Five Ws.	X	X	X
	2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.		X	X
<b><u>3.0 HISTORICAL AND CULTURAL CONTEXT</u></b> <b>Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</b>				
•	3.1 Dramatize different cultural versions of similar stories from around the world.	X	X	X
	3.2 Identify universal themes in stories and plays from different periods and places.		X	X
<b><u>4.0 AESTHETIC VALUING</u></b> <b>Responding to, Analyzing, and Critiquing Theatrical Experiences</b> Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.				
<i>Critical Assessment of Theatre</i>				
•	4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.	X	X	X
<i>Derivation of Meaning from Works of Theatre</i>				
	4.2 Compare the content or message in two different works of theatre.			

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	Using Words and Phrases - Playing Charades/Picture-ades	Retelling with Puppets	Prepared Readers' Theater/Props
<p><b><u>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</u></b>  <b>Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</b> Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p>			
<p><i>Connections and Applications</i></p>			
<p>5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five W's (who, what, where, when, and why).</p>	X	X	X
<p><i>Careers and Career-Related Skills</i></p>			
<p>5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.</p>	X	X	X