

DANCE, MUSIC, VISUAL ARTS, THEATRE ARTS



CREATION AND PERFORMANCE

1. Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.



1. Create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements.
2. Use collaborative skills to improvise and create dance.
3. Create short dances that communicate abstract ideas.
4. Generate strategies for problem solving in dance.

2. Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

- 1. Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance.**
- 2. Use kinesthetic awareness, concentration, and focus to enhance the performance of dance sequences.**
- 3. Monitor personal goals to improve performance quality in dance.**



DANCE MOVEMENT SKILLS

1. Understand how to use movement skills in dance.



- 1. Use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique.**
- 2. Exemplify how to maintain a sense of body shape while moving and in stillness.**
- 3. Integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions.**
- 4. Illustrate phrasing in a selected piece of music using dance movement.**
- 5. Use a variety of spatial designs and relationships with clarity and intent while dancing.**

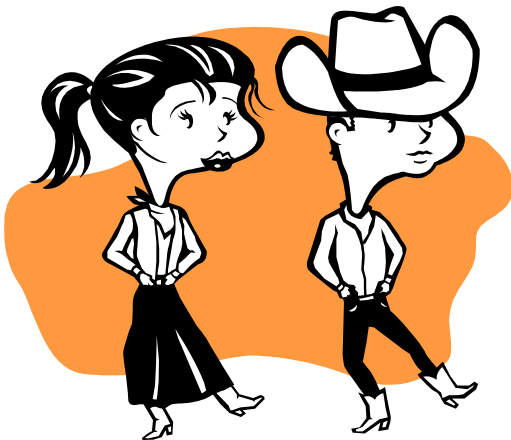
2. Use a variety of thinking skills to analyze and evaluate dance.

1. Analyze the relationship between dance elements when observing dance.
2. Illustrate the roles and responsibilities of the viewer in interpreting dances.



CONNECTING

1. Understand cultural, historical, and interdisciplinary connections with dance.



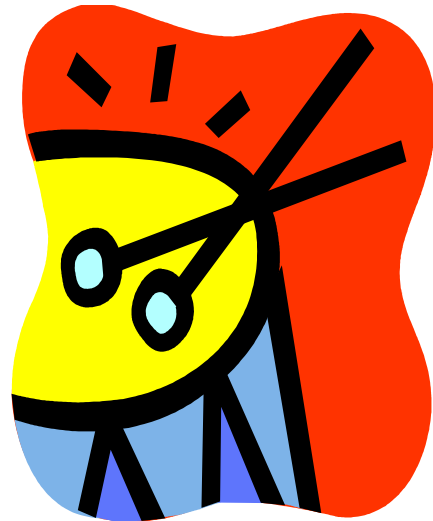
1. Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States.
2. Exemplify connections between dance and concepts in other curricular areas.



MUSICAL LITERACY

1. Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

- 1. Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.**
- 2. Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.**
- 3. Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.**



2. Interpret the sound and symbol systems of music.



1. Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.
2. Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.
3. Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.
4. Use standard symbols to notate rhythm, meter, pitch, and dynamics.

3. Create music using a variety of sound and notational sources.

1. Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means.
2. Create compositions and arrangements within specified guidelines.
3. Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources.



MUSICAL RESPONSE

1. Understand the interacting elements to respond to music and music performances.



1. Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.
2. Use music terminology in explaining music, including notation, instruments, voices, and performances.
3. Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.
4. Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.

CONTEXTUAL RELEVANCY

1. Understand global, interdisciplinary, and 21st century connections with music.

1. Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.
2. Understand the relationships between music and concepts from other areas.





VISUAL LITERACY

1. Use the language of visual arts to communicate effectively.



1. Use appropriate art vocabulary to describe art movements.
2. Create art that reflects personal voice and choice.
3. Classify works of art in terms of whether they are realistic, abstract, or non-objective.
4. Understand the relationship between the Elements of Art and the Principles of Design.
5. Apply the Principles of Design in creating compositions.

2. Apply creative and critical thinking skills to artistic expression.

- 1. Evaluate solutions to artistic problems, including their effectiveness.**
- 2. Use ideas and imagery from the global environment as sources for creating art.**
- 3. Create realistic, imaginative, abstract, and non-objective art.**



3. Create art using a variety of tools, media, and processes, safely and appropriately.



- 1. Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.**
- 2. Use appropriate media for the creation of original art.**
- 3. Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.**

CONTEXTUAL RELEVANCY

1. Understand the global, historical, societal, and cultural contexts of the visual arts.

1. Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States.
2. Recognize key contributions of North American artists in history.
3. Classify North American artists in terms of styles, genre, and/or movements.
4. Explain how traditions and values influence ideas, issues, and themes found in art.
5. Analyze the effect of the geographic location and physical environment on the media and subject matter of North American art and artists.



2. Understand the interdisciplinary connections and life applications of the visual arts.



1. Analyze the relationship between arts and daily life in product design, print, and digital media.
2. Exemplify how information and skills learned in art can be applied in other disciplines.
3. Understand the balance of individual roles and collaborative skills to create art.
4. Interpret visual images from media sources and the immediate environment.

CRITICAL RESPONSE

1. Use critical analysis to generate responses to a variety of prompts.

1. Judge art through the application of art concepts and vocabulary.
2. Critique personal art based on established criteria and expressive qualities.





COMMUNICATION

1. Use movement, voice, and writing to communicate ideas and feelings.



1. Use a variety of postures, gaits, and mannerisms to express a variety of characters in the presentations of stories.
2. Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression in various types of formal and informal presentations.
3. Construct original scripts using dialogue that communicates ideas and feelings.

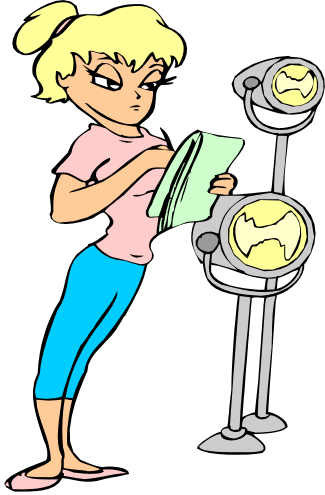
2. Use performance to communicate ideas and feelings.

1. Use improvisation to create characters and solve problems.
2. Interpret various characters from different genres of given texts through the use of the body and voice.



ANALYSIS

1. Analyze literary texts and performances.



1. Analyze texts or scripts in terms of setting, characters, sequence of events, main idea, problem, solution, and their interrelationships.
2. Evaluate how intended meanings are conveyed through formal and informal productions.

AESTHETICS

1. Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

1. Select technical materials, such as set, props, colors, and effects that are appropriate for, and support, performances.
2. Understand how to use costumes, props, masks, set pieces, lighting, and sound to support dramatic presentations.



CULTURE

1. Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.



1. Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of the United States.
2. Create theatrical works that exemplify aspects of the culture, beliefs, and history of the United States.

2. Understand the traditions, roles, and conventions of theatre as an art form.

1. Use strategies to critique self and others in a respectful and constructive manner.
2. Understand the role of the director in relation to staging techniques, such as cheating out, blocking, and levels.

