

# **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. Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements.**
- 2. Use independent and/or cooperative skills to improvise and create dance.**
- 3. Create short dance sequences that communicate ideas, experiences, feelings, images, or stories.**
- 4. Understand how different strategies for problem solving in dance lead to different outcomes.**

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

- 1. Use control of body, voice, and focus necessary for effective participation in dance.**
- 2. Use concentration and focus to perform short dance sequences.**
- 3. Identify personal goals to improve performance quality in dance.**



## **DANCE MOVEMENT SKILLS**

### **1. Understand how to use movement skills in dance.**



- 1. Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement.**
- 2. Illustrate a variety of ways to use shapes.**
- 3. Execute locomotor and non-locomotor (axial) movement with clarity and intent.**
- 4. Differentiate between duple and triple meter.**
- 5. Execute a variety of group spatial designs and relationships while dancing.**

## RESPONDING

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

1. Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance.
2. Explain how personal perspective influences interpretations of dance.
3. Use different aesthetic criteria for evaluating 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 North Carolina.
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. Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.**
- 2. Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.**
- 3. Use voice and/or instruments to execute melodic movement through pentatonic melodies on the treble staff.**



## **2. Interpret the sound and symbol systems of music.**



- 1. Interpret rhythm patterns, including whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.**
- 2. Interpret through voice and/or instruments simple pitch notation in the treble clef in major keys.**
- 3. Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.**
- 4. Use standard symbols to notate rhythm, meter, and dynamics in simple patterns.**

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

- 1. Use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases.**
- 2. Create compositions and arrangements using a variety of traditional and non-traditional sound sources.**
- 3. Create rhythmic compositions which include the use of whole, dotted half, half and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple and triple 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. Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.**
- 2. Explain personal preferences for specific musical works and styles, using appropriate music terminology.**
- 3. Design a set of criteria for evaluating music performances and compositions.**
- 4. Classify instruments into Western orchestral categories of wind, string, percussion, and brass.**

## **CONTEXTUAL RELEVANCY**

- 1. Understand global, interdisciplinary, and 21<sup>st</sup> century connections with music.**
- 1. Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina.**
- 2. Understand the relationships between music and concepts from other areas.**

## **VISUAL ARTS**



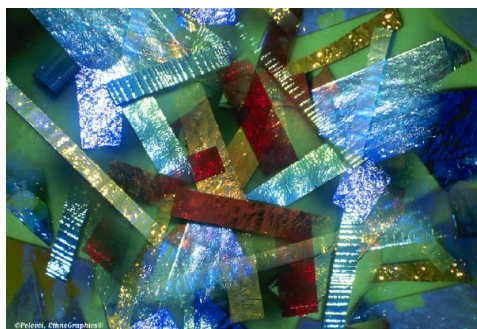
## **VISUAL LITERACY**

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

- 1. Use appropriate art vocabulary to compare artists' styles.**
- 2. Apply personal choices while creating art.**
- 3. Infer meaning from art.**
- 4. Understand how the Elements of Art are used to develop a composition.**
- 5. Understand how the Principles of Design work in relation to each other.**



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

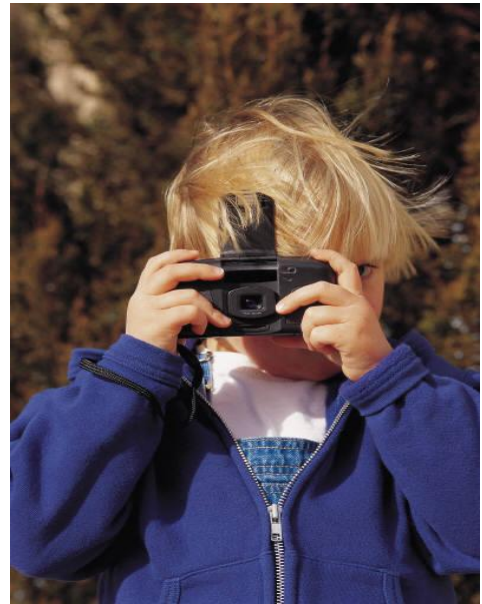


- 1. Identify different successful solutions to artistic problems.**
- 2. Use ideas and imagery from North Carolina as sources for creating art.**
- 3. Create abstract art that expresses ideas.**



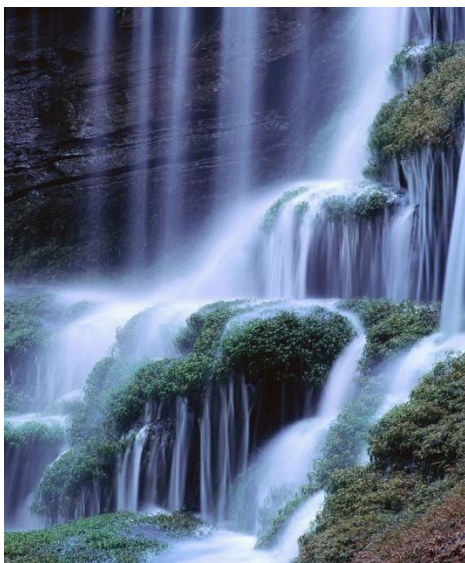
**3. Create art using a variety of tools, media, and processes, safely and appropriately.**

- 1. Apply a variety of methods of manipulating a single tool, safely and appropriately.**
- 2. Compare characteristics of a variety of media.**
- 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 North Carolina.**
- 2. Recognize key contributions of North Carolina artists in art history.**
- 3. Classify N.C. artists in terms of styles, genre, and/or movements.**
- 4. Explain how place and time 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 N.C. art and artists.**



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

- 1. Exemplify visual arts industries in North Carolina.**
- 2. Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.**
- 3. Understand individual roles, while applying collaborative skills in creating art.**
- 4. Explain the effect of technology on the way products look and how they are created.**



## **CRITICAL RESPONSE**

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



- 1. Use visual clues to interpret the content of art.**
- 2. Critique personal art based on teacher-established criteria.**

# THEATRE ARTS



## COMMUNICATION

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

1. Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.
2. Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and storytelling.
3. Understand how to adapt sources, such as literature texts, poetry, and speeches, into scripts.



**2. Use performance to communicate ideas and feelings.**



1. Use improvisation to tell stories and express ideas.
2. Interpret multiple characters from stories through use of the body and voice.

## ANALYSIS

### 1. Analyze literary texts and performances.

1. Analyze texts or scripts in terms of specific character traits and relationships among them.
2. Critique choices made about characters, settings, and events as seen, or portrayed in, 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 options that could be used to enhance a performance space.
2. Understand how to use costumes, props, masks, set pieces, and lighting 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 North Carolina.
2. Create theatrical works that exemplify aspects of the culture, beliefs, and history of North Carolina.



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



Shakespeare

1. Use critiques to improve performances.
2. Understand the role of the playwright in relation to script construction techniques, such as dialogue, protagonist, and antagonist.