

# 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 simple dance sequences by combining dance phrases.
2. Use teacher-led improvisation to expand movement possibilities for creating dance sequences.
3. Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.

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

1. Use safe and respectful movement practices in the dance setting.
2. Understand how use of concentration enhances performance.
3. Use teacher and peer feedback to refine performance quality in dance.



## DANCE MOVEMENT SKILLS

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



1. Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.
2. Use transitions between multiple body shapes.
3. Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.
4. Recall dance movement phrases containing rhythmic patterns in various meters.
5. Understand a variety of spatial designs and relationships used in dance.

## RESPONDING

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

1. Compare movement elements (body, space, time, energy) observed in dance.
2. Identify examples of movement skills and elements observed in dance from one's own and different cultures.



## CONNECTING

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



1. Exemplify how dance is used by various groups for artistic expression within the local community.
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 elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.
2. Execute the performance of major scale tones using the voice.
3. Use instruments to perform rhythmic and melodic patterns accurately and independently on classroom rhythmic and melodic instruments.



## 2. Interpret the sound and symbol system of music.



1. Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures.
2. Interpret through voice and/or instruments visual representation of the major scale.
3. Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.
4. Use standard symbols to notate rhythm and pitch in 3/4 and 4/4 meter signatures.

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

1. Use improvisation to create rhythmic and melodic ostinato accompaniments.
2. Create soundscapes using a variety of sound sources.
3. Create rhythmic compositions using whole, half, and quarter notes; half and quarter rests; and beamed eighth notes in duple or triple time.



## MUSICAL RESPONSE

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



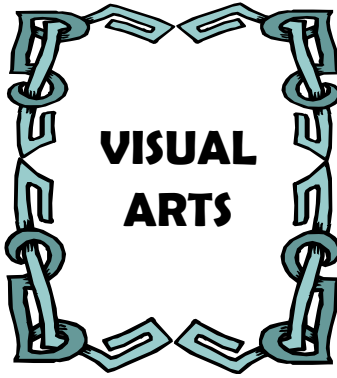
1. Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.
2. Use musical terminology when describing music that is presented aurally.
3. Use established criteria to evaluate music.
4. Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures, children's voices, and male and female adult voices.

## CONTEXTUAL RESPONSE

### 1. Understand global, interdisciplinary, and 21<sup>st</sup> century connections with music.

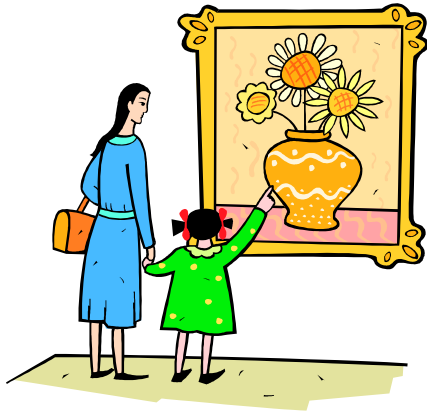
1. Exemplify how music is used by various groups for artistic expression within the local community.
2. Understand the relationships between music and concepts from other areas.





## VISUAL LITERACY

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



1. Use art vocabulary, including specific artistic terms.
2. Understand that artists use their art to express personal ideas.
3. Identify themes from masters' works.
4. Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
5. Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity.

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

1. Create art through a process that includes generating ideas, planning solutions, and producing original art.
2. Use personal point of view and experiences as sources for creating art.
3. Create art from realistic sources of inspiration.



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



- 1. Understand how a single tool can be manipulated in multiple ways, safely and appropriately.**
- 2. Use a variety of media with refined skills.**
- 3. Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.**

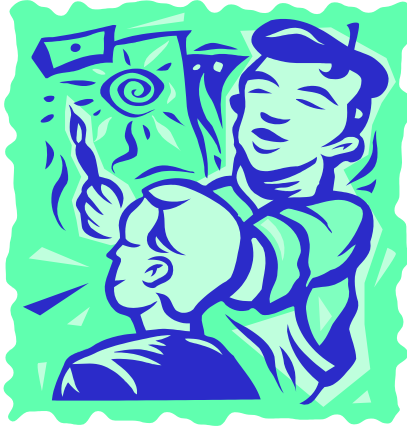
## **CONTEXTUAL RELEVANCY**

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

- 1. Exemplify how visual arts are used by various groups for artistic expression within the local community.**
- 2. Understand how art documents the history of the local community.**
- 3. Classify artists, styles, and movements.**
- 4. Compare purposes of art in different cultures, time periods, and societies.**
- 5. Use local, natural, or recycled resources to create art.**



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



1. Understand how artists fit or function within a society.
2. Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
3. Use appropriate collaborative skills to create a work of art.
4. Understand how visual arts has changed and remained the same, with changes in digital media.

## CRITICAL RESPONSE

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

1. Analyze art in terms of the Elements of Art and Principles of Design.
2. Evaluate the compositional and expressive qualities of personal works of art.







## THEATRE ARTS

### COMMUNICATION

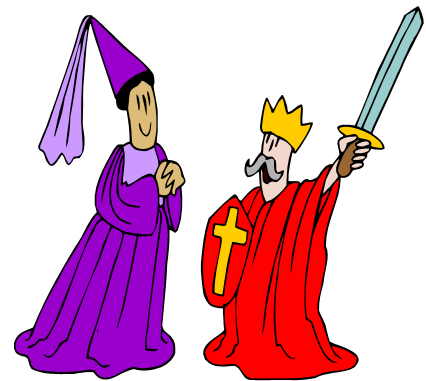
#### 1. Use movement, voice, and writing to communicate ideas and feelings.



1. Use non-verbal expression to communicate elements of characterization, including age and physicality.
2. Apply appropriate volume and variation in pitch, rate, and tone to express character.
3. Understand how to transform stories into written dialogue.

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

1. Use improvisation to present a variety of simple stories or situations.
2. Interpret stories from given texts by acting them out.



## ANALYSIS

### 1. Analyze literary texts and performances.



1. Differentiate specific character traits in texts or scripts.
2. Evaluate informal or formal theatre productions in terms of the emotions or thoughts they evoke.

## AESTHETICS

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

1. Organize spaces to reflect the settings of stories.
2. Understand how to use costumes, props, masks, and set pieces to support dramatic presentations.



## CULTURE

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



1. Exemplify how theatre arts are used by various groups for artistic expression within the local community.
2. Explain how theatre, film, and television impact our society.

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

1. Illustrate theatre etiquette appropriate to the performance situation.
2. Understand the role of the actor in relation to performance responsibilities, such as memorization, blocking, and characterization.

