

## GRADE 4

### KEY CONCEPTS and SKILLS

Based on the *California State VAPA Standards and Framework*

#### Five VAPA Strands

1. **Artistic Perception:** processing, analyzing and responding to the arts
2. **Creative Expression:** creating, performing, participating in the arts
3. **Historical and Cultural Context:** cultures, historical periods, artistic contributions
4. **Aesthetic Valuing:** making critical judgments, deriving meaning from the arts, appreciation
5. **Connections, Relations, and Applications:** connecting and applying knowledge to other arts disciplines, subject areas and careers

#### Four VAPA Disciplines

Dance, Music, Theatre and Visual Arts

By the end of **Grade 4**, students proficient in the visual and performing arts should be able to demonstrate and apply the following Key Concepts and Skills.

#### DANCE

##### Focus, body control and memorization in performance

- Memorize and perform dance combinations with changes in level, direction speed and dynamics while maintaining appropriate body control, behavior and focus.
- Create and perform dance sequences employing form (round, ABA).
- Create movement varying in speed, intensity or level.
- Create a focal point within improvised movement.

##### Musical pulse and rhythms

- Select appropriate movement and gesture based upon musical accompaniment
- Combine elements of time to create interest in movement sequences (pause, sustain, even and uneven beat)
- Combine the elements time and force, energy to create dynamic movement sequences that challenge body control and focus.
- Compare and contrast the characteristics in movement and form within folk and cultural dance using dance vocabulary
- Discuss correlations between musical style and rhythm to dance and movement style.

##### Extended phrases, combinations and short dance studies

- Transform movement to make smooth and abrupt transitions.
- Create extended dance phrases with appropriate transitions and perform with focus and without hesitation
- Develop rubrics and identify criteria to assess personal and professional dances.
- Apply concepts of unity, variety and contrast to short dance studies

##### Create choreography

- Create a dance study based on a source of inspiration or idea, demonstrating flow from beginning to end.
- Explore, create, rehearse, revise, refine and perform dance studies and choreography.
- Use Dance vocabulary to compare and contrast movement and form within a dance study.

##### Feeling and mood in dance

- Express three different emotional responses to a movement combination and perform.
- Create and perform a dance phrase or study based upon a mood or feeling with consistency

- Recognize and discuss how a dancer's use of the elements conveys emotions or ideas.

## MUSIC

### **Understanding Music Elements**

- Read, write, perform sixteenth notes, dotted notes, syncopation
- Read, write perform melodic notation in major keys, C, F, G
- Identify AB, ABA, AABA forms, repeat signs

### **Singing and Playing Music**

- Sing music from diverse cultures, rounds, descants, ostinati
- Play melodies and accompaniments from diverse cultures
- Compose and improvise simple rhythmic and melodic patterns

### **Understanding Music and History**

- Explain the relationship between music and events in history
- Identify, sing, play music from diverse cultures and time periods
- Recognize the influence of various cultures on music in California

### **Assessing Musical Performance**

- Develop criteria to describe and assess musical performances

### **Connecting Music to Other Subjects**

- Integrate several arts disciplines into a well-organized performance

## THEATRE

### **Apply the vocabulary of theatre to identify and describe theatrical experiences.**

- Dramatic structure: plot, conflict, climax and resolution
- Stock characters and story telling traditions
- Mood and tone of a play based on character portrayal, setting and plot

### **Objective, Motivation and Intention**

- Portray character's emotion, intention and motivation through physical and vocal expression through improvisational games and theatre activities.
- Identify what a character does vocally and physically to show motivation and intention.
- Create rubrics and criteria to evaluate an actor's portrayal of a character
- Demonstrate appropriate vocal pitch, volume, tempo, and diction to give text meaning

### **Improvise and Retell Stories**

- Change the mood and tone of a story through vocal variety and body movement.
- Perform a variety of interpretations of short stories, nursery rhymes, fairy and folk tales by changing mood or tone.
- Improvise and retell traditional stories from different cultures and time periods in a variety of storytelling modes.

### **Create costumes, props, makeup, or masks to communicate a character in a play**

- Create a list of production jobs related to theatre.
- Work as a member of a production crew.

### **Impact of theatre on an audience**

- Discuss how technology has influenced the entertainment industry
- Create a timeline of the development of radio, film and television.
- Describe the audience's emotional, visual and auditory responses and behaviors while watching live theatre, film, video and listening to radio.

## VISUAL ART

### **Name and Identify**

- Elements of art: line, shape/form, texture, space, value

- Principles: Contrast and emphasis
- Color: Complimentary and intermediate (tertiary)
- Conventions of human proportion, facial and whole body

#### **Distinguish**

- Positive and negative spaces in 2 and 3 dimensional works of art
- Geometric, natural and free forms
- Additive and subtractive sculptures
- Warp and weft in weaving

#### **Demonstrate Skill**

- Use complimentary colors with purpose in works of art
- Draw 3-dimensional geometric forms using shading
- Draw faces and figures using the conventions of human proportion in an expressive manner
- Create an additive and a subtractive sculpture
- Create a weaving using multiple types of fiber
- Use contrast, positive and negative space purposely in works of art
- How the choice of media relates to the subject or theme in their own works of art
- Interpret a non-objective work of art,
- Create a bi-lateral or radial symmetric work of art in the style of a chosen 20<sup>th</sup> Century artist
- Create a diagram, map, graph, timeline or illustration about an event in California history

#### **Use Visual Art Vocabulary**

- Discuss the affects of contrast, emphasis, and complimentary colors in works of art
- Compare and contrast cultural influences through understanding art from California's history

## **Instrumental Music**

#### **Year 1**

- Read, write and perform melodic notation of simple songs, scales and rhythmic notation
- Describe music according to its elements, timbres and forms, using the terminology of music
- Study and perform a varied repertoire on musical instruments
- Compose and improvise simple and melodic patterns on a musical instrument
- Explain the relationship between music and events in history in different cultures and time periods.
- Use specific criteria when judging the quality of musical performance and describe the characteristics that make a performance a work of art.
- Identify and interpret expressive characteristics in works of art and music