

## GRADE 5

### 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 5**, students proficient in the visual and performing arts should be able to demonstrate and apply the following Key Concepts and Skills.

#### DANCE

##### **Demonstrate proper focus, control, alignment and placement**

- Basic body alignment, head, shoulders, chest, stomach, hips, knees, ankles
- While changing focus, center of gravity, speed, level
- Isolation work
- Range of movement including extreme opposing dynamics
- Demonstrate intent through use of focal point, concentration and eye contact
- Memorize dance sequences to develop muscle memory and kinesthetic awareness

##### **Create/combine dance sequences into studies showing variety, unity and contrast**

- Modify a dance study using the elements to change the original intent
- Make radical and subtle shifts of dance elements within movement phrases and studies
- Connect dance phrases into dance studies demonstrating flow and transition
- Identify and describe dance movement in detail using appropriate vocabulary
- Analyze a dance study using vocabulary, make personal judgment and discuss difference of opinion with peers.

##### **Use basic dance form**

- Identify form within a dance (canon, AB, ABA)
- Create and perform a two or three part dance study using form (canon, ABA, AB)

##### **Cooperate and collaborate in creating and performing**

- Use the dance elements to create four different responses to movement instructions.
- Describe process to creating solutions (brainstorm, explore, create, establish order, etc.).
- Compare traditional or cultural dance and discuss ways to adapt for a live staged performance.
- Discuss the impact of music, costume, use of space, pattern, formation, and relationship to the audience as the viewer.

##### **Cultural and traditional dance**

- Identify and perform unique isolation movement
- Applying style to movement sequences
- Identify musical accompaniment, costume and original setting and intent
- Recognizing dance styles, genres and their origination
- Prepare a cultural or traditional dance, adapt and perform before a live audience

**Expression, mood, feeling in dance**

- Express emotional responses through exaggeration
- Change the feeling of a dance sequence or study through manipulating body and facial expression, and form.

**MUSIC****Understanding Musical Elements**

- Read, write, perform rhythmic notation, triplets, syncopated patterns, 2/4, 3/4, 4/4, 6/8 meter
- Read, write, perform melodic notation in treble clef, major and minor keys
- Analyze use of musical elements in various genres and cultures
- Identify vocal and instrumental ensembles in various genres and cultures
- Identify and describe theme and variations, 12-bar blues

**Singing and Playing Music**

- Sing rounds, descants, ostinato, two-part harmony
- Play melodies and accompaniments from a varied repertoire
- Compose, improvise, perform rhythmic, melodic patterns on classroom instruments

**Understanding the Social Functions of Music**

- Describe the social functions of a variety of musical forms from various cultures and time periods
- Identify different or similar uses of musical elements in music of diverse cultures
- Describe the influences of various cultures on music in the United States

**Evaluating Music (Aesthetic Valuing)**

- Apply appropriate criteria to evaluate, discuss musical elements in musical works

**Connecting Music to Other Subjects**

- Identify ways in which music professions are similar or different

**THEATRE****Understanding and working with Scripts**

- Distinguish between monologue and dialogue in a script
- Identify and execute movement cues, prompts, entrance/ exits, and character description within a script
- Distinguish between and perform stock characters.
- Express through voice and body, the concepts of status, relationship, belief and commitment and effects of environmental forces through theatre games and activities.
- Identify the antagonist and protagonist within a script
- Identify and explain play structure, conflict, rising action and resolution.

**Acting, directing, producing**

- Identify, give and receive blocking cues as either an actor or director
- Make artistic choices as either a cast or crewmember in theatrical productions.

**Theatre style and storytelling**

- Retell stories using multiple theatre genre and style: puppet theatre, reader's theatre, pageant, etc.)
- Research, view, recognize and discuss early American theatre: melodrama, vaudeville and musical theatre.
- Research and discuss how behavior is influenced by what is seen in theatre, television, or film

**Establishes criteria and can critique a play, television show or film using appropriate vocabulary**

## VISUAL ART

### **Name and Identify**

- Principles: Unity and harmony
- Characteristics of representational, abstract and non-representational art
- One point perspective, horizon line, vanishing point, focal point
- Gesture and contour line drawings
- Icon, logo, graphic device
- Mixed media, assemblage

### **Distinguish**

- Fine, traditional and folk art of the five regions of the United States (New England, the South, Midwest, Pacific Northwest and Southwest)

### **Demonstrate Skill**

- Draw geometric forms (sphere, cone, cube, pyramid, etc.) using one point perspective
- Draw a cityscape or landscape using the conventions of one point perspective
- Create gesture drawings to capture fluid motion
- Create contour line drawings to build observational skill
- Create computer assisted drawing, logo, icon or graphic device with available technology
- Draw or paint an object in an expressive, abstract style
- Create a found object assemblage sculpture

### **Use Visual Art Vocabulary**

- Describe how galleries and museums contribute to the preservation of visual art
- Research functional works of art from a chosen culture and discuss changes over time
- Analyze the use of unity and harmony in works of art
- Research the individual culture of the student and examine reasons for creating visual art.
- Create and use rubrics to evaluate original works of art and note ideas for improvement

## 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

### **Year 2**

- Read, write and perform melodic and rhythmic notation and scales in major and minor keys.
- Analyze the use of music elements and forms in examples from various genres and cultures
- Study and perform a varied repertoire of music on musical instruments
- Compose, improvise and perform basic rhythmic, melodic and chordal patterns on a musical instrument
- Describe the social functions and impact of historical events on musical selections representing a variety of forms, cultures and time periods
- Identify differences in tempo and dynamics in contrasting music selections and describe and apply appropriate criteria to support personal musical preferences.
- Explain the role of music in community events and explore the music profession as vocation.