

GRADE 6

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

DANCE

Movement quality and phrasing

- Incorporate and performing movement phrases employing opposing dynamics of force and energy
- Create dynamic images and expressions using exaggerated and subtle body and facial expression while executing movement phrases
- Employ the use of forming (unity, variety and contrast), style (jazz, tap, folk, ballet into dance sequences and studies

Choreography and performance Compare and contrast the differences between memorizing and imitating, and creating and performing original dance sequences and studies

- Apply form rondo, canon, ABA, narrative, geometric, etc.), style and rhythm to create and modify dance sequences and studies
- Demonstrate consistent performing behaviors: focus, eye contact, facial expression, spacing, timing.
- Incorporate feedback from rehearsal to revise work.
- Demonstrate personal responsibility to prepare for performance.

Develop criteria using dance vocabulary to create, compare, contrast critique and analyze choreography and performance

- Identify steps and form in sequential order as observed in live or recorded dance performance.
- Describe the elements, sequences, dancer's effort (including face and body expression), used in a dance
- Identify similarities and differences between cultural dances.
- Identify and describe musical accompaniment, style, costume, and defend personal preference using dance vocabulary.
- Establish criteria and write rubrics to evaluate personal and group choreography.

MUSIC

Understanding Music Elements

- Read, write, perform rhythmic and melodic notation, duple, triple meter, musical symbols
- Read, write, perform intervals, triads, sight-read melodies in treble clef

Singing and Playing Music

- Sing a repertoire of music in various genres, styles, cultures
- Perform repertoire of music in various genres, styles, cultures
- Compose and arrange short pieces for voices, instruments in duple, triple meter

Music in World Cultures and Ancient Civilizations

- Understand and compare music from two or more cultures of the world
- Describe the role of music in ancient civilizations
- Describe characteristics of musical genres and styles from several cultures

Evaluating the Quality and Effectiveness of Music

- Develop criteria using music vocabulary to evaluate musical performances
- Identify and explain aesthetic qualities in a specific musical work

Connecting Music to Other Subjects

- Identify career pathways in music

THEATRE**Interpret subtext through characterization**

- Use voice and body to relay hidden meaning within a script
- Identify underlying themes and describe how character actions and reactions are directly related
- Describe how environment effects a character's actions and reactions
- Describe how action/incident causes a reaction between and among characters
- Create improvisations that convey meaning of original text
- Manipulate subtext and context in multiple ways using simple dialogue.
- Use beats in dialogue to determine motivation and meaning

Production elements and values, and their impact on mood and audience perception

- Describe how lighting, sound, costumes, props and make-up create character believability
- Describe how lighting, sound, costumes, props and make-up create mood and communicate an idea
- Create rubrics to correctly identify design and production elements
- View and make judgments about design and production elements, and offer suggestions for improvement
- Transform a literary piece into a dramatic presentation using production design and elements.

Write scripts using monologue, dialogue, setting and a variety of characters

- Create simple scripts in real time where setting and relationships are clear
- Create dialogue and monologue for stock characters which clearly defines environment
- Research, explore and create scripts in a particular time period or cultural setting.
- Recreate a story through scriptwriting and dramatization.

Historical foundations of theatre

- Research and identify theatre of specific cultures (Greece, Egypt, China, West Africa)
- Create a script from an historical or current event that aligns with the social studies curriculum and dramatize.
- Apply production elements to a historical dramatization.

VISUAL ART**Name and Identify**

- Elements of art (line, shape/form, color, texture, space, value) in 2- and 3-dimensional works
- Principles of art: Balance, (asymmetrical, symmetrical and radial), emphasis, subordination

Distinguish

- Theme, genre and style
- Traditional and electronic media
- Contour, gesture, rendering, thumbnail drawings

Demonstrate Skill

- Observational drawing skills through contour, gesture and rendered drawings
- Apply two point perspective conventions in drawings
- Draw renderings using shades, tints and various intensities of color
- Plan through thumbnail sketches and execute works of art that express moods, themes or ideas
- Use available electronic media to create art
- Change, edit or revise works of art based on rubrics or critiques
- Create art work using visual metaphors

Use Visual Art Vocabulary

- Compare and contrast works from two different artists that have like themes but use different media and style
- Research the importance of visual art in ancient cultures by comparing representative images or designs
- Create and use a rubric for analyzing and interpreting works of art for an exhibition
- Describe how the student's personal culture is reflected in his/her own works of art
- Explore use of camera angles, slogans, logos, emphasis, subordination and contrast in advertising

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.