

San Diego Unified School District – Visual and Performing Arts Department  
California State Content Standards  
Core Learnings

**GRADE FOUR**

<b>1.0 Artistic Perception</b>				
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills unique to VAPA				
	<b>Dance</b>	<b>Music</b>	<b>Theater</b>	<b>Visual Arts</b>
<b>1.1</b>	<p><b>Demonstrate mental concentration and physical control in performing dance skills.</b></p> <ul style="list-style-type: none"> <li>Memorize and perform a short dance combination that includes changes in level, direction, speed and/or dynamics from beginning to end with appropriate body control, behavior and focus.</li> </ul>	<p><b>Read, write, and perform melodic notation for simple songs in major keys, using solfege.</b></p> <ul style="list-style-type: none"> <li>Identify simple songs in major keys through listening and notation.</li> <li>Perform melodies written in the major keys of C, F, and G using solfege and on classroom instruments.</li> <li>Transcribe melodic dictation of simple, short phrases using do through sol.</li> <li>Create, write, and perform original melodic patterns in keys of C, F, and G Major.</li> </ul>	<p><b>Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences</b></p> <ul style="list-style-type: none"> <li>Recognize and identify the parts of a play's dramatic structure (plot, conflict and resolution, and climax).</li> <li>Describe how a play takes on a certain quality and mood (light and funny, dark and serious, etc.) based on character portrayal, setting, and plots.</li> <li>Describe a variety of story endings in terms of resolution (resolved/unresolved), and tone (e.g., happy or sad).</li> <li>Recognize and understand how conflict heightens what a character wants (goal, intention = objective) and reasons why they want it (motivation).</li> <li>Identify within a play, stock characters such as the hero, villain, victim, over-protective parent, busybody, gossip, etc., or other recognizable characters.</li> </ul>	<p><b>Perceive and describe contrast and emphasis in works of art and in the environment.</b></p> <ul style="list-style-type: none"> <li>Recognize and describe the juxtaposition of dissimilar elements, comparisons between two or more elements of art or the difference between the lightest and the darkest areas (contrast) in compositions and the environment.</li> <li>Recognize and describe special stress given to an element to make it stand out or be noticed (emphasis) in compositions and the environment.</li> <li>Select a work of art that clearly illustrates emphasis and explain why it was chosen using the vocabulary of visual art.</li> </ul>
<b>1.2</b>	<p><b>Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.</b></p> <ul style="list-style-type: none"> <li>Describe how one movement phrase connects to another with flow like a complex sentence is bridged with the word "and."</li> <li>Discuss the difference between</li> </ul>	<p><b>Read, write, and perform diatonic scales.</b></p> <ul style="list-style-type: none"> <li>Read, write and perform (voice, recorder, and on classroom instruments) the first five notes (do through sol) of the C, F, and G major scales using solfege and standard notation.</li> </ul>	<p><b>Identify a character's objectives and motivations to explain that character's behavior.</b></p> <ul style="list-style-type: none"> <li>Identify what it is a character does, both vocally and physically, to show what they want and why they want it.</li> </ul>	<p><b>Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.</b></p> <ul style="list-style-type: none"> <li>Identify unoccupied areas (negative) and areas representing solid objects (positive) in works of art.</li> <li>Analyze how positive and negative space can be used to create mood and</li> </ul>

	<p>smooth and</p> <ul style="list-style-type: none"> <li>▪ abrupt transitions. Transform an abrupt transition into a smooth one.</li> <li>▪ Perform at least two connected phrases with focus and without hesitation.</li> </ul>			<p>emotional response to works of art.</p> <ul style="list-style-type: none"> <li>▪ Analyze how size and placement of positive space affects negative space.</li> </ul>
1.3	<p><b>Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).</b></p> <ul style="list-style-type: none"> <li>▪ Use dance elements with a strong focus and clear intent.</li> <li>▪ Vary different parts of a steady beat by accentuating musical pulse and rhythms through punctuated or emphasized movements or gestures.</li> <li>▪ Combine elements of time (pause, sustain, syncopate, steady beat, and freeze) in a variety of combinations.</li> <li>▪ Demonstrate increased balance and body control through manipulation of energy and speed of axial and locomotor movement combinations.</li> <li>▪ Discuss the difference in body energy and effort between weak and strong movement, recognizing that sometimes it takes just as much energy to control weak movement as strong (e.g., fall to the floor in a controlled collapse without injury).</li> </ul>	<p><b>Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</b></p> <ul style="list-style-type: none"> <li>▪ Identify and perform sixteenth, dotted quarter and dotted eighth-sixteenth note patterns.</li> <li>▪ Illustrate strong and weak beat patterns and even and uneven rhythm patterns through movement.</li> <li>▪ Identify rhythm patterns in familiar songs.</li> <li>▪ Differentiate between 2/4, 4/4, and 3/4 meters.</li> </ul>	<p><b>Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. Examples: “I want you to go.” “I want you to go.”</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and show how vocal pitch, volume, tempo, and diction have an effect on text and its meaning.</li> <li>▪ Create multiple meanings from a piece of simple text using a variety of vocal skills.</li> </ul>	<p><b>Identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.</b></p> <ul style="list-style-type: none"> <li>▪ Locate and name pairs of complementary colors and their relative placement on the color wheel.</li> <li>▪ Explore complementary and non-complementary color combinations and their affect on mood, emotional response, and association (flags, holidays, sports teams, school colors, etc.)</li> </ul>
1.4	<p><b>Explain the principles of variety, contrast, and unity and apply to a dance sequence.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and discuss how the movements in a dance sequence relate and are connected to each other (unity).</li> <li>▪ Manipulate a dance phrase creating variety by subtly shifting its energy, direction, level, speed, or emotion (variety).</li> <li>▪ Manipulate a dance phrase, making radical shifts in energy, direction, level, speed, or emotion (contrast).</li> </ul>	<p><b>Describe music according to its elements, using the terminology of music.</b></p> <ul style="list-style-type: none"> <li>▪ Extend music vocabulary to include an understanding of the terms a cappella, timbre, improvisation, syncopation, dynamics (piano, forte), tempo (andante, allegro), measure, treble and bass clef, staff, key signature, time signature, melody, harmony, accent, fermata, breath mark, articulation, staccato, legato,</li> </ul>		<p><b>Describe the concept of proportion (in face, figure) as used in works of art.</b></p> <ul style="list-style-type: none"> <li>▪ Discuss size relationships of one part to the whole and one part to another in faces and figures.</li> <li>▪ Explore realistic and non-realistic proportion.</li> <li>▪ Explore how artists manipulate proportion to create emphasis.</li> </ul>

		balance, tone, repeat sign, 1st and 2nd endings, and phrase.		
1.5	<p><b>Describe a specific movement, using appropriate dance vocabulary.</b></p> <ul style="list-style-type: none"> <li>Describe a singularly executed dance movement in detail using at least one dance vocabulary term from each of the four elements of dance (e.g., high, quick leaps with sharp angular arms that move around the floor in a zigzag).</li> </ul>	<p><b>Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</b></p> <ul style="list-style-type: none"> <li>Explore instruments from various cultures and classify them by the way they produce sound through vibration (e.g., percussion that are scraped or shaken--idiophone, or struck--membranophone; wind instruments--aerophone; and string instruments—chordophone).</li> </ul>		<p><b>Describe and analyze the elements of art (color, shape/form, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment.</b></p> <ul style="list-style-type: none"> <li>Identify cubes, spheres, pyramids, and cones (basic geometric forms) in works of art and the environment.</li> <li>Analyze the physical environment using the elements of art.</li> </ul>
1.6	<p><b>Identify, define, and use <i>phrasing</i> in dances learned or observed.</b></p> <ul style="list-style-type: none"> <li>Identify phrase as the simplest, shortest form of dance with a beginning, middle and an end.</li> <li>Identify dance phrases within a dance sequence noting high and low points.</li> <li>Describe the difference between a string of dance steps (a movement combination) and the meaning or intent and emotional impact of the movement combination (phrase).</li> </ul>	<p><b>Recognize and describe aural examples of musical forms, including rondo.</b></p> <ul style="list-style-type: none"> <li>Identify rounds, call and response, AB, ABA, and AABA forms from listening and notation.</li> <li>Demonstrate how to follow repeat signs in expanded form.</li> <li>Identify similar and contrasting sections in rondo form (e.g., ABACA).</li> </ul>		
2.0	<p><b>Creative Expression</b> Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>			
2.1	<p><b>Create, develop, and memorize set movement patterns and sequences.</b></p> <ul style="list-style-type: none"> <li>Create and memorize movement patterns applying a combination of the four dance elements (time, space, energy/force, and shape).</li> <li>Organize at least three movement sequences into a short dance study.</li> <li>Create an overlapping of repeated movement (round) at varying degrees of intensity, speed, or level.</li> </ul>	<p><b>Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</b></p> <ul style="list-style-type: none"> <li>Expand two-part singing skills through performing partner songs, rounds, and descants from various cultures.</li> </ul>	<p><b>Demonstrate the emotional traits of a character through gesture and action.</b></p> <ul style="list-style-type: none"> <li>Explore the personality of a character and demonstrate their emotional traits through improvisational games and theatre activities (e.g., happy go lucky, serious, mean and nasty, grumpy, sleepy, bashful).</li> </ul>	<p><b>Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).</b></p> <ul style="list-style-type: none"> <li>Draw two-dimensional shapes (circles, squares, triangles, rectangles, etc.) and transform them into transparent three-dimensional forms (spheres, cubes, pyramids, etc.).</li> <li>Draw or paint solid forms using shading to create the illusion of depth, including</li> </ul>

				shadow cast by the objects.
2.2	<p><b>Improvise extended movement phrases.</b></p> <ul style="list-style-type: none"> <li>Improvise transitions to combine three or more phrases into a larger section.</li> <li>Through improvisation, expand movement ideas for longer periods of time through exploring variations by manipulating the dance elements.</li> </ul>	<p><b>Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos by oneself and with others.</b></p> <ul style="list-style-type: none"> <li>Play simple melodies in unison on classroom instruments.</li> <li>Play simple descants, rounds, and ostinato on recorders.</li> <li>Create accompaniments using pitched (e.g., mallets, recorders, piano, etc.) and non-pitched (drums, shakers, etc.) instruments alone and with others</li> </ul>	<p><b>Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).</b></p> <ul style="list-style-type: none"> <li>Perform reading-level appropriate literature and manipulate the mood and quality through the use of vocal variety (pitch, volume, pace, and diction), gesture, stage movement, and facial expression</li> <li>Perform a variety of interpretations of a nursery rhyme, children's story, fairy tale or fable for a younger audience that explores the use of tone to make or change meaning (e.g., act out the story of the Three Little Pigs where all three pigs are either grumpy or whiney)</li> </ul>	<p><b>Use the conventions of facial and figure proportions in a figure study.</b></p> <ul style="list-style-type: none"> <li>Draw faces and figures demonstrating the appropriate use of following conventions: corner of mouth lines up with pupils, size of the head multiplied eight times equals the height of the total body, finger tip to finger tip of side spread arms equals the entire length of the body, the center of the entire head is at the top of the nose, right between the eyes.</li> </ul>
2.3	<p><b>Describe, discuss, and analyze the process used by choreographers to create a dance.</b></p> <ul style="list-style-type: none"> <li>Discuss where choreographers get inspiration to create dances (an idea or concept, feeling, image, historical event, music, etc.).</li> <li>Analyze movement phrases of varying lengths and discuss how it expresses the choreographer's ideas.</li> <li>Discuss the progression of creating movement ideas from start to finish (source of inspiration or idea, brainstorm, build phrases, revise, perform).</li> </ul>	<p><b>Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</b></p> <ul style="list-style-type: none"> <li>Create body percussion rhythm patterns to illustrate classmates' names, sound effects, chants, lyrics, etc.</li> <li>Compose short musical questions (phrases) for classmates to answer.</li> <li>Compose a rhythmic and melodic ostinato to a familiar song.</li> <li>Improvise melodic patterns on classroom instruments (e.g., recorders, mallets, keyboard, etc.) to help tell a story or to add harmony to a song.</li> </ul>	<p><b>Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.</b></p> <ul style="list-style-type: none"> <li>Draw, paint, build or make design elements (costumes, props, sets, make-up) that support the character's personality and/or emotional traits.</li> </ul>	<p><b>Use additive and subtractive processes in making simple sculptural forms.</b></p> <ul style="list-style-type: none"> <li>Create sculptures by joining parts together (additive sculpture), using three or more parts or pieces.</li> <li>Create sculptures of various size by removing or taking away from a block of original material (subtractive) using appropriate media (plaster mixed with vermiculite, balsa wood, etc.) and tools (spoons, butter knives, etc.)</li> </ul>
2.4	<p><b>Create a dance study that has a beginning, a middle and an end. Review, revise, and refine.</b></p> <ul style="list-style-type: none"> <li>Create a four-part movement study using combinations of axial and locomotor movement based on a</li> </ul>			<p><b>Use fibers or other materials to create a simple weaving.</b></p> <ul style="list-style-type: none"> <li>Identify warp (set of materials that run lengthwise in a loom) and weft (set of materials that run crosswise) in a weaving.</li> </ul>

	<p>source of inspiration or a problem to solve.</p> <ul style="list-style-type: none"> <li>Reflect upon, clarify and improve the flow and sequencing of a dance through the rehearsal process.</li> </ul>			<ul style="list-style-type: none"> <li>Use yarns, strips of fabric, strings, organic materials, etc. to create weavings at least 12 inches long.</li> </ul>
2.5	<p><b>Convey a range of feelings through shape/postures and movements when performing for peers.</b></p> <ul style="list-style-type: none"> <li>Express a minimum of three different emotional responses through a combination of locomotor and axial movements and perform with a partner or in a small group for the class.</li> </ul>			<p><b>Use accurate proportions to create an expressive portrait or a figure drawing or painting.</b></p> <ul style="list-style-type: none"> <li>Plan a work of art by creating a series of drawings (thumbnail sketches) that communicates a mood, emotion or concept and draw or paint at least one portrait or figure drawing based on the preliminary sketches using line, shape/form, color, texture, value and space and correct size relationships.</li> </ul>
2.6	<p><b>Perform improvised movement and dance studies with focus and expression.</b></p> <ul style="list-style-type: none"> <li>Explore the freedom of emotional response in an improvised movement sequence or dance study and compare it to a planned or scripted study.</li> <li>Create a center of attention (focal point) within improvised movement.</li> <li>Demonstrate focus by carrying out a movement or expressive idea with consistency from beginning to end.</li> </ul>			<p><b>Use the interaction between positive and negative space expressively in a work of art.</b></p> <ul style="list-style-type: none"> <li>Create a series of sketches by manipulating positive and negative space demonstrating a mood or idea.</li> <li>Create a work of art that communicates a mood or idea, by purposeful use of shapes representing solid objects (positive space) and shapes or spaces representing unoccupied areas (negative space).</li> </ul>
2.7	<p><b>Demonstrate a variety of partner skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).</b></p> <ul style="list-style-type: none"> <li>Show a variety of ways to move across the floor (locomotor) with a partner and in a group.</li> <li>Initiate a movement pattern (call) and respond with a completing, imitating, or contrasting response.</li> <li>Move from partner to group work within a dance sequence.</li> <li>Demonstrate and maintain spatial relationships (space between dancers for maintaining and or moving forms and shapes) between individuals in a</li> </ul>			<p><b>Use contrast (light and dark) expressively in an original work of art.</b></p> <ul style="list-style-type: none"> <li>Create a work of art using highly contrasted light and dark areas to represent a mood or idea.</li> <li>Create a work of art that explores direct and diffused light and its effect on objects, including shadow, depth and mood.</li> </ul>

	dance.			
2.8				<p><b>Use complementary colors in an original composition to show contrast and emphasis.</b></p> <ul style="list-style-type: none"> <li>▪ Create a work of art purposefully using complementary colors (red/green; yellow/violet; blue/orange) to show high contrast.</li> <li>▪ Discuss the effect that complementary colors have on emphasis in a work of art</li> </ul>
3.0	<p><b>Historical and Cultural Context</b> Understanding the Historical Contributions and Cultural Dimensions of the Arts</p>			
3.1	<p><b>Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).</b></p> <ul style="list-style-type: none"> <li>▪ Identify three dances from different countries and discuss how the dance changes form and pattern (e.g., the square dance that has partner work, weaving, circle and line work all within one dance).</li> <li>▪ Identify two line, circle, and couple dances from different countries and perform one of each type of dance.</li> </ul>	<p><b>Explain the relationship between music and events in history.</b></p> <ul style="list-style-type: none"> <li>▪ Discuss how music reflects, foreshadows and recalls events in history.</li> <li>▪ Explore ways that music influences society and how society influences musical traditions.</li> </ul>	<p><b>Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.</b></p> <ul style="list-style-type: none"> <li>▪ Compare and contrast the types and function of story telling styles (e.g., teach and preserve traditions, pass on moral education, historical and tall tales, campfire stories, procession and pageantry, celebrations and dance theatre, puppet theatre).</li> </ul>	<p><b>Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).</b></p> <ul style="list-style-type: none"> <li>▪ Describe how art reflects heritage, historical events record keeping, society, etc. (from cave paintings to contemporary art).</li> <li>▪ Identify art in the classroom, at home, and in the community and discuss how it reflects the lives of students and others.</li> </ul>
3.2	<p><b>Name the musical accompaniment and explain how it relates to the dances they have studied.</b></p> <ul style="list-style-type: none"> <li>▪ Identify the type of instruments used (drum, fiddle, flute, etc.), and the style (Latin, American Folk, American Indian, etc.) in a variety of musical selections used in dance.</li> <li>▪ Discuss how the music influences the qualities and expressiveness of the dance steps and patterns.</li> <li>▪ Identify and discuss how particular cultures utilize dance as musical accompaniment (e.g., Irish step dance, tap dance, hambone, contemporary “stomp” dance, etc.)</li> </ul>	<p><b>Identify music from diverse cultures and time periods.</b></p> <ul style="list-style-type: none"> <li>▪ Identify music from different cultures and time periods and explain what makes each distinct.</li> <li>▪ Identify types of instruments and styles of music representative of cultures found in California.</li> </ul>	<p><b>Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.</b></p> <ul style="list-style-type: none"> <li>▪ Create a timeline of the development of radio, film and television.</li> <li>▪ Discuss how technology has influenced the entertainment industry</li> </ul>	<p><b>Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California’s history and art heritage.</b></p> <ul style="list-style-type: none"> <li>▪ Name at least five cultures that continue to have impact on the development of California’s culture.</li> <li>▪ Examine the artwork from each of these cultures and discuss how visual art plays a role.</li> </ul>

3.3	<p><b>Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).</b></p> <ul style="list-style-type: none"> <li>▪ Research and discuss how environment and climate of a region influences movement in a dance (Troika from Russia is vigorous and costumes are heavy with boots as footwear, whereas dancers from Polynesia wear light clothing and dance barefoot, the movements are more supple and flowing).</li> <li>▪ Learn and perform a variety of dances from contrasting geographical regions.</li> </ul>	<p><b>Sing and play music from diverse cultures and time periods.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of how performance is influenced by culture, tradition and time through performing music of a variety of cultures representative of California history.</li> </ul>		<p><b>art and architecture, focusing primarily on buildings in California both past and present.</b></p> <ul style="list-style-type: none"> <li>▪ Research the art (including statues and architecture) created by, or in the style of, religious groups that impacted the development of California and describe how the influence still affects architecture being created today.</li> </ul>
3.4	<p><b>Perform and identify folk/traditional and social dances from California History.</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and demonstrate dances from Native American, Hispanic, Asian, Pacific Islanders, and African, and European cultures (e.g. square and contra dancing, La Raspa, social dance with a partner, Tinikling, etc.)</li> </ul>	<p><b>Compare musical styles from two or more cultures.</b></p> <ul style="list-style-type: none"> <li>▪ Identify three songs from different cultures that have a similar theme (e.g., celebration songs from Native American, Mexican, and Asian traditions) and compare and contrast style, rhythm, instrumentation, and language.</li> </ul>		
3.5		<p><b>Recognize the influence of various cultures on music in California.</b></p> <ul style="list-style-type: none"> <li>▪ Explore American musical traditions through performing, discussing, listening, identifying, comparing, and describing music related to Spanish exploration and colonization of California, California Indians, Gold Rush period, immigration and migration to California.</li> <li>▪ Perform songs and dances from Native American, Hispanic, Asian, Pacific Island, African, and European cultural traditions.</li> </ul>		

4.0	<b>Aesthetic Value</b> Responding to, Analyzing and Making Judgements About Works of Art			
4.1	<b>Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).</b> <ul style="list-style-type: none"> <li>▪ Compare and contrast two different dances representative of California Culture using dance vocabulary.</li> </ul>	<b>Use specific criteria when judging the relative quality of musical performances.</b> <ul style="list-style-type: none"> <li>▪ Develop a rubric identifying the criteria to assess personal and professional musical performances (e.g., performers are expected to be focused, well rehearsed, quiet on or off stage, prepared, and sing in tune with proper tone and correct expression).</li> <li>▪ Evaluate and discuss personal and professional musical performances using a rubric and describe what was liked about the performance.</li> </ul>	<b>Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.</b> <ul style="list-style-type: none"> <li>▪ Create rubrics that evaluate the effectiveness of character's vocal technique, facial expression, pacing, gestures and body movement to portray wants and needs (motivation) in theatrical experiences.</li> <li>▪ Identify and discuss how the actor's performance met the developed criteria or rubric.</li> </ul>	<b>Describe how using the language of the visual arts helps to clarify personal responses to works of art.</b> <ul style="list-style-type: none"> <li>▪ Discuss how visual art vocabulary (the elements of art: line, shape/form, color, texture, value and space and principles of art: emphasis, contrast, movement, repetition) allows one to describe, analyze and explain responses to works of art.</li> </ul>
4.2	<b>Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).</b> <ul style="list-style-type: none"> <li>▪ Develop a rubric identifying the criteria to assess personal and professional dances (beginning, middle and end clearly defined, flow, smooth transitions, clarity of intent, use of space, tempo, energy, unity, variety and contrast).</li> <li>▪ Discuss personal and professional dance performances using a rubric, and describe what was liked about the dance.</li> </ul>	<b>Describe the characteristics that make a performance a work of art.</b> <ul style="list-style-type: none"> <li>▪ Discuss how a performance becomes a work of art (e.g., lasting impact, artistry, etc.).</li> <li>▪ View a variety of recorded performances and predict which might become a significant work of art.</li> </ul>	<b>Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.</b> <ul style="list-style-type: none"> <li>▪ Discuss the similarities and differences in the audience's emotional, visual, and auditory responses and behavior in the following scenarios: video, film, radio program, and live theatre.</li> </ul>	<b>Identify and describe how a person's own cultural context influences individual responses to works of art.</b> <ul style="list-style-type: none"> <li>▪ Explain how a person who has studied a culture may see works of art differently than a person who knows nothing about the culture.</li> <li>▪ Discuss how their own fourth grade culture may influence their appreciation of works of art.</li> </ul>
4.3	<b>Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).</b> <ul style="list-style-type: none"> <li>▪ Recognize and discuss the way a dancer uses speed, focus, strength and power, stillness, facial expression, flexibility, and proper use of dance elements to convey emotions or ideas.</li> </ul>		<b>Describe students' responses to a work of theatre and explain what the playwright did to elicit those responses.</b> <ul style="list-style-type: none"> <li>▪ Read a script and predict what the action would look like and what the audience's response would be.</li> <li>▪ Identify the following tools the playwright's used to elicit audience</li> </ul>	<b>Describe how the subject and selection of media relate to the meaning or purpose of a work of art.</b> <ul style="list-style-type: none"> <li>▪ Describe the qualities of lead and colored pencil, markers, tempera and watercolor paint, pastels and ceramic clay, and the effects associated with each (e.g. Watercolor can be used when hazy or transparent areas are</li> </ul>

			<p>response: character personality, objective, motivation, and conflict, dramatic structure, sound and movement cues, setting.</p> <ul style="list-style-type: none"> <li>Analyze and discuss how the writer's tools create an impact, causing the viewer to think or feel a specific way.</li> </ul>	<p>desired, tempera can be used when sharp or bold effects are desired).</p>
4.4	<p><b>List the expectations the audience has for a performer and vice versa.</b></p> <ul style="list-style-type: none"> <li>Design a rubric for appropriate audience and performer etiquette (e.g., performers are expected to be focused, well rehearsed, quiet on or off stage, and prepared in appropriate costume, makeup etc., while audience members focus attention on the performer, and respond appropriately).</li> </ul>			<p><b>Identify and describe how various cultures define and value art differently.</b></p> <ul style="list-style-type: none"> <li>Research how functional and non-utilitarian art objects are used in two or more cultures and discuss findings.</li> </ul>
4.5				<p><b>Describe how the individual experiences of an artist may influence the development of specific works of art.</b></p> <ul style="list-style-type: none"> <li>Read about the life of an artist, examine works created by that artist and hypothesize how life experiences may have influenced his/her works.</li> </ul>
5.0	<p><b>Connections, Relationships, Applications</b> Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers</p>			
5.1	<p><b>Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).</b></p> <ul style="list-style-type: none"> <li>Discuss how the elements of dance, visual art, music, and theatre share common vocabulary but may be interpreted differently.</li> <li>Discuss the similarities between dance and drama (character development, expressive qualities, gesture, performing for an audience, etc.).</li> <li>Discuss the commonalities between dance and visual art (line, shape, form, space, foreground, middle ground and background and pattern, etc.).</li> </ul>	<p><b>Identify and interpret expressive characteristics in works of art and music.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of expressive elements (e.g., dynamics, color, tempo, texture, etc.) used in visual art and music.</li> </ul>	<p><b>Dramatize events in California history.</b></p> <ul style="list-style-type: none"> <li>Create tableau, short dialogues, improvisations, and/or scenes based on research from important events in California History.</li> </ul>	<p><b>Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.</b></p> <ul style="list-style-type: none"> <li>Analyze a painting that has no recognizable objects or images (non-objective), interpret the painting through dance/movement and perform it with others.</li> <li>Record in a journal a description of the work of art, the interpretation, and translation to dance/movement.</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss the correlations between dance and music (tempo, rhythm, beats, counts, accents, phrasing, etc.)</li> </ul>			
5.2	<p><b>Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.</b></p> <ul style="list-style-type: none"> <li>Discuss how sports activities and skills can be described in dance terms (swinging a bat is direct, powerful energy, axial in nature, involves rotation, etc.).</li> <li>Discuss how the training for both dancers and athletes is similar (warm-up and stretch to prevent injury, practice skills to improve performance, eat nutritious food, drink plenty of water, and rest to maintain a healthy body).</li> <li>Discuss the importance of body control in personal and general space to maintain safety while dancing in a group or playing on a team.</li> </ul>	<p><b>Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</b></p> <ul style="list-style-type: none"> <li>Transform a picture or dramatic idea into a short musical and movement sequence.</li> <li>Create movement sequences and sound effects or musical accompaniments to enhance dramatic ideas.</li> <li>Demonstrate an understanding that art forms can combine to create new genres (e.g., opera, musicals and movies).</li> </ul>	<p><b>Use improvisation and dramatization to explore concepts in other content areas.</b></p> <ul style="list-style-type: none"> <li>Create tableau, monologue, short dialogues, improvisations, and/or scenes based on research of ideas or concepts in a variety of curricular areas (e.g., ecosystems, cause and effect, graphing, etc.).</li> <li>Discuss the processes involved in creating improvisation and dramatizations to similar processes in other content areas that reinforce overall learning.</li> </ul>	<p><b>Research twentieth-century artists who have incorporated symmetry as part of their work and then create a work of art, using bilateral or radial symmetry.</b></p> <ul style="list-style-type: none"> <li>Write a one-page report or give a short presentation on a contemporary (twentieth century) artist who used symmetry.</li> <li>Create a bilateral or radial symmetric work in response to the research.</li> </ul>
5.3	<p><b>Demonstrate recognition of personal space and respect for the personal space of others.</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to perform in a group</li> <li>through appropriate spatial boundaries, maintaining personal space and physical control while showing regard for own and other's safety.</li> </ul>	<p><b>Relate dance movements to express musical elements or represent musical intent in specific music.</b></p> <ul style="list-style-type: none"> <li>Transform music into movement sequences that demonstrate appropriate form and expressive qualities.</li> </ul>	<p><b>Exhibit team identity and commitment to purpose when participating in theatrical experiences.</b></p> <ul style="list-style-type: none"> <li>Determine the goals, tasks and outcome of a theatrical presentation and demonstrate commitment and dedication to work together and follow through to completion.</li> </ul>	<p><b>Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about an historical event.</b></p> <ul style="list-style-type: none"> <li>Create a visual representation of a significant historical event from California's history (diagram, map, timeline, illustration, model).</li> </ul>
5.4	<p><b>Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to form an idea (brainstorm) for a short four-part dance study.</li> <li>Develop a dance idea (pre-write) using the elements of dance.</li> <li>Explore and create movement</li> </ul>	<p><b>Evaluate improvement in personal musical performances after practice or rehearsal.</b></p> <ul style="list-style-type: none"> <li>Identify common activities a performer must do to prepare for a performance (e.g., vocal exercises and warm-ups, breathing exercises, posture, memorization, diction, following director, etc.).</li> <li>Develop a personal performance</li> </ul>		<p><b>Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.</b></p> <ul style="list-style-type: none"> <li>Read a biography or story about an artist, summarize the reading; give a short report detailing the artist's influence and reflection of the time period.</li> </ul>

	<p>sequences that reflect an idea (draft), including emotional intent.</p> <ul style="list-style-type: none"><li>▪ Combine movement sequences (create the story structure) into a dance with a definite beginning, a well development midsection, and clear ending (draft).</li><li>▪ Perform for peers and solicit feedback (reflect) and revise (rewrite/edit) the dance study</li></ul>	<p>journal to record growth in musical skills and knowledge through individual practice and group performance.</p>		
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