

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

GRADE FIVE

1.0 Artistic Perception				
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills unique to VAPA				
	Dance	Music	Theater	Visual Arts
1.1	<p>Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.</p> <ul style="list-style-type: none"> ▪ Identify and use focus for intent (e.g., eyes and body fixed on or toward a stationary or moving, real or imaginary object in space). ▪ Demonstrate improved body control while changing focus during locomotor movement. ▪ Demonstrate proper body alignment and placement (e.g., feet, knees, hips, stomach, ribs, chest, shoulders, head). ▪ Maintain balance while changing center of gravity while turning (360 degrees) and changing direction. ▪ Demonstrate coordination while performing locomotor and axial movement when changing direction, levels and speed. 	<p>Read, write, and perform simple melodic notation in treble clef in major and minor keys.</p> <ul style="list-style-type: none"> ▪ Differentiate between major and minor tonality in aural and written examples. ▪ Sing and perform on classroom instruments melodies written in the major keys of C, G, and F and the minor keys of Am, Em, and Dm. 	<p>Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences.</p> <ul style="list-style-type: none"> ▪ Identify how the five senses are used to encode and recall experiences. ▪ Explain how sense memory is used as a tool to develop a character. ▪ Identify movement cues and prompts, entrance/exits, and character description within a script. ▪ Distinguish between monologue (solo) and dialogue (two or more people). ▪ Identify the protagonist (main character or person) and the antagonist (person or situation that opposes the main character) in a play. 	<p>Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.</p> <ul style="list-style-type: none"> ▪ Identify how the total visual effect in a composition is achieved (unity) and how the arrangement of elements serves to emphasize the similarities of separate but related parts (harmony). ▪ Analyze and distinguish between two selected works of art, one that employs unity and harmony and one that does not and explain the visual effect of both.
1.2	<p>Name and use a wide variety of movements (e.g. isolations/whole body).</p> <ul style="list-style-type: none"> ▪ Identify and perform movements unique to each part of the body (isolation). ▪ Identify and perform refined isolation movement of the ribs and hips. ▪ Combine and perform axial and locomotor movements simultaneously with isolations (e.g., walk and/or turn doing a variety of head or shoulder movement). 	<p>Read, write, and perform major and minor scales.</p> <ul style="list-style-type: none"> ▪ Read, write, and perform full octave major scales in C, F, and G and the first five notes of Am, Dm, and Em scales using solfege and standard notation. ▪ Identify the difference between major and minor (3rd). 	<p>Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.</p> <ul style="list-style-type: none"> ▪ Outline the basic structure of a play. ▪ Explain how characters, situations and background information are introduced. ▪ Identify and explain who or what creates the problem, how it gets worse, and how it is finally solved in a script. 	<p>Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.</p> <ul style="list-style-type: none"> ▪ Describe and distinguish between realistic likenesses (representational), simplifying or distorting objects (abstract) and the complete lack of objects (nonrepresentational or non-objective) in works of art.

1.3	<p>Demonstrate a great dynamic range in movement utilizing space, time, and force/energy concepts.</p> <ul style="list-style-type: none"> ▪ Demonstrate ability to perform a combination that utilizes a variety of extreme opposing dynamics, including force/energy, speeds, space, shapes, and rhythms (e.g., sharp and extended upper body movement while jumping followed by a smooth swooping turn). 	<p>Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p> <ul style="list-style-type: none"> ▪ Identify and perform eighth-note and quarternote triplets, and syncopated patterns. ▪ Identify rhythm patterns with combinations of sixteenth-notes and tied quarter and eighth-notes from notation and through listening. ▪ Differentiate between 2/4, 3/4, 4/4, and 6/8 meters. 		<p>Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.</p> <ul style="list-style-type: none"> ▪ Identify, compare and contrast line, shape/form, texture, value and space in works of art, in the classroom, school, community, home environments, museums and galleries.
1.4	<p>Incorporate the principles of variety, contrast, and unity with dance studies.</p> <ul style="list-style-type: none"> ▪ Identify a short work of combined dance phrases that explore an idea or concept (dance study). ▪ Modify a dance study (using the dance elements), by changing the quality of movement in a variety of ways: oppositional, connected, similar and related, etc. 	<p>Analyze the use of music elements in aural examples from various genres and cultures.</p> <ul style="list-style-type: none"> ▪ Identify similarities and differences in the rhythms, tempos, dynamics, and harmonies of music from a variety of cultures and historical periods. ▪ Extend musical vocabulary to include crescendo, decrescendo, mezzo-forte, mezzo-piano, (D.C. al fine, natural sign, ritardando, pick up (anacrusis), blues and folk songs. ▪ Distinguish the difference between partner songs, rounds, descants, and two-part harmony in aural examples. 		
1.5	<p>Use appropriate dance vocabulary to describe dances.</p> <ul style="list-style-type: none"> ▪ Analyze and describe a dance study using the elements (time, space, force/energy, shape) and principles of dance (unity, variety and contrast). 	<p>Identify vocal and instrumental ensembles from a variety of genres and cultures.</p> <ul style="list-style-type: none"> ▪ Distinguish tone colors heard in a variety of vocal ensembles (e.g., solo, duet, trio, quartet, choir ensemble, opera, etc.). ▪ Explore the contrast between solo and chorus parts of a song. ▪ Distinguish timbre heard in a variety of instrumental ensembles (e.g., string quartet, woodwind ensembles, orchestra, recorder ensembles, mariachi, gamelan orchestra, etc.). 		

		<ul style="list-style-type: none"> Compare male and female voicings (soprano, alto, tenor and bass) to instrumental quartet voicings (e.g., string quartet). 		
1.6		<p>Identify and describe music forms, including theme & variations and twelve-bar blues.</p> <ul style="list-style-type: none"> Identify theme and variation in a variety of musical selections. Identify how a composer changes a theme to create theme and variation form. Analyze the chord progression that forms a basic 12-bar blues song in aural and written examples. 		
2.0	<p>Creative Expression 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>Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.</p> <ul style="list-style-type: none"> Create movement sequences that clearly demonstrate purpose or meaning through the use of fully articulated variations in energy/force that work well together (dynamics). Demonstrate ability to communicate intent through the effective use of focal point, concentration and eye contact (focus). Memorize dance sequences to develop muscle memory and kinesthetic awareness skills. 	<p>Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.</p> <ul style="list-style-type: none"> Identify unison and harmony parts visually and aurally. Read and sing a two-part score demonstrating an understanding of harmony. Sing complex (extended range, expanded phrases, even and uneven rhythms) partner songs, rounds, and descants. 	<p>Participate in improvisational activities to explore complex ideas and universal themes in literature and life.</p> <ul style="list-style-type: none"> Express through voice and body the concepts of status (king, peasant, etc.), relationship (love/hate), belief and commitment, and the effect of environmental forces through the playing of theatre games. Demonstrate how both real and imaginary character's behaviors are similarly affected by these ideas and themes. 	<p>Use one-point perspective to create the illusion of space.</p> <ul style="list-style-type: none"> Draw one-point perspective works of art creating the illusion of three-dimensional space on a two-dimensional plane through use of horizon line, foreground, middle ground and background, using size relationships, overlapping and a single vanishing point.
2.2	<p>Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.</p> <ul style="list-style-type: none"> Use a variety of combinations of the dance elements to create a minimum of four responses to movement instructions and discuss the process taken to create each solution (brainstorm, explore, create 	<p>Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.</p> <ul style="list-style-type: none"> Play complex melodies (extended range in tonal centers, expanded phrases, even and uneven rhythms) in unison on classroom instruments. 	<p>Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.</p> <ul style="list-style-type: none"> Identify and execute stage direction cues (movement, entrance, exit, etc.) from a script. Identify the areas of the stage (areas that represent degrees of 	<p>Create gesture and contour observational drawings.</p> <ul style="list-style-type: none"> Create many quick, fluid drawings that capture movement (gesture) as a tool to build drawing skills. Draw an object by looking only at the object, not the drawing surface, using one continuous, slow and unbroken line (contour line drawing) to strengthen observational drawing skills.

	movements, and establish movement order).	<ul style="list-style-type: none"> Play a variety of songs from diverse cultures on recorders in two-part harmony. 	<p>importance or power) and apply to a scene.</p> <ul style="list-style-type: none"> Demonstrate how an actor's position on stage gives clues to the character's personality (e.g., shyness by upstage corners, etc.). Use movement that shows purpose and relevance in a scene (e.g., lazy gesture on a hot day, angry/loving postures). 	
2.3	<p>Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).</p> <ul style="list-style-type: none"> Identify the two distinct parts of an AB form in several dances. Create a two-part (AB form) dance sequence. Perform a two-part sequence in round canon) form. 	<p>Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p> <ul style="list-style-type: none"> Compose an eight-measure melody using a pentatonic scale and a variety of rhythms. Compose and improvise a rhythmic and melodic variation of a four-measure phrase. Combine I, IV, and V chordal patterns to create an accompaniment on a pitched instrument. Compose and improvise simple melodies over a basic 12 bar blues chord progression. 	<p>Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.</p> <ul style="list-style-type: none"> Make artistic choices as either a cast or crewmember in a theatrical presentation for an audience. 	<p>Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).</p> <ul style="list-style-type: none"> Create a simple computer-assisted drawing demonstrating knowledge of basic computer skills. Create a digital photograph (digital camera) or video (video camera) and transform original image using available technology.
2.4	<p>Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.</p> <ul style="list-style-type: none"> Participate in trust exercises, including weight sharing with a partner and in a group. Demonstrate with a partner opposing forces of push and pull, while changing the center of gravity in stillness and when moving (balance and counterbalance). 			<p>Create an expressive abstract composition based on real objects.</p> <ul style="list-style-type: none"> Create a series of at least three drawings that progressively alter and simplify the shape (abstract) of a chosen object. Create a work of art based on abstract sketches using simplified lines and shapes and contrasting colors to communicate a particular mood or feeling.
2.5	<p>Convey a wide range of feeling and expression through gestures, posture, and movement.</p> <ul style="list-style-type: none"> Express a minimum of three different 			<p>Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a</p>

	<p>emotional responses using exaggerated upper body expression (gesture).</p> <ul style="list-style-type: none"> Express a minimum of three different emotional responses using exaggerated full body expression (posture). Express a minimum of three different emotional responses using a combination of gestures and postures, with locomotor movement. 			<p>theme.</p> <ul style="list-style-type: none"> Collect objects from home, school, and community environment and assemble a stable sculpture (assemblage) that reflects unity and harmony according to a theme. Defend choice and organization of objects in an assemblage. Create a two-dimensional composition using four or more different media (mixed media).
2.6	<p>Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/ following, mirroring, calling/responding, echoing, opposing).</p> <ul style="list-style-type: none"> Brainstorm, create, and perform original movement in a small group. Demonstrate active listening skills and incorporate each other's ideas into a movement sequence. Demonstrate effective leading and following skills while creating and performing in a group. 			<p>Use perspective in an original work of art to create a real or imaginary scene.</p> <ul style="list-style-type: none"> Use a horizon line and one vanishing point to create a cityscape, landscape or seascape perspective drawing from observation, photograph or imagination.
2.7				<p>Communicate values, opinions, or personal insights through an original work of art.</p> <ul style="list-style-type: none"> Explore how artists use elements of art to communicate what they believe, think about or feel. Create a two or three-dimensional work of art expressing a personal value, opinion or view through the manipulation of the elements of art.
3.0	<p>Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Arts</p>			
3.1	<p>Describe how and why a traditional dance may be changed when performed on stage for an audience.</p> <ul style="list-style-type: none"> Compare a traditional dance in its natural setting with the same dance 	<p>Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</p> <ul style="list-style-type: none"> Discuss the connection between 	<p>Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.</p> <ul style="list-style-type: none"> Research the historical background, people, or environment of a play or 	<p>Describe how local and national art galleries and museums contribute to the conservation of art.</p> <ul style="list-style-type: none"> Virtually visit (online) at least one national and four local museums or

	<p>prepared for the stage.</p> <ul style="list-style-type: none"> Discuss how the function of the traditional dance changes when it is transferred to the stage (use of space including formations, perspective and viewing, energy changes, elaborate costumes and musical accompaniment, the focus of the performer and relationship to the audience, etc.) 	<p>music and dance to celebrations, rituals, work, traditions, story telling, and socializing among different cultures.</p> <ul style="list-style-type: none"> Recognize different dances and folk tunes from various times in American history and identify their social function (e.g. court style dance of the colonial era; informal play party games, square dances, and reels of the pioneers, Native American ceremonial songs and dances, etc.) 	<p>scene.</p> <ul style="list-style-type: none"> Create a sketch, construct a model, and/or build a set that represents a cultural celebration or pageant. 	<p>galleries.</p> <ul style="list-style-type: none"> Discuss the preservation of historical and contemporary works of art to keep them from being lost, damaged or wasted and why preservation is important.
3.2	<p>Identify and perform folk/traditional, social, and the atrical dances done by Americans in the eighteenth and nineteenth centuries.</p> <ul style="list-style-type: none"> Recognize and perform court style dances (e.g., hand holding, promenade, curtsy/bow gestures; minuet, gavotte, etc.). Recognize and perform round, square, and processional dances with partners, lines, and small groups. Explore traditional dance forms of African, Native American and Hispanic cultures in America. Recognize theatrical dance as born from court. 	<p>Identify different or similar uses of musical elements in music from diverse cultures.</p> <ul style="list-style-type: none"> Listen, sing, and play music from a variety of cultural traditions representative of the regions of the United States and compare and contrast melody, style, tempo, dynamics, rhythm and form. 	<p>Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.</p> <ul style="list-style-type: none"> Infer from one or more theatrical or storytelling forms (puppet theatre, tall tales, dance theatre, pageant, procession and creation stories) how the story gives clues about a particular culture and/or time period. 	<p>Identify and describe various fine, traditional, and folk arts</p> <ul style="list-style-type: none"> Define fine art and traditional/folk art and find examples of each from the Colonial Era, regions of the United States (New England, the South, Midwest, and Pacific Northwest) and representative cultures of the Southwest.
3.3	<p>Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.</p> <ul style="list-style-type: none"> Discuss the role of males and females in traditional dances and influences that may have contributed to change over time and across cultures. 	<p>Sing and play music from diverse cultures and time periods.</p> <ul style="list-style-type: none"> Demonstrate an understanding of how performance is influenced by culture, tradition and time through performing music of a variety of cultures representative of the regions of the United States. (Northeast, Southeast, Midwest, Southwest, West). 	<p>Analyze ways in which theatre, television, and film play a part in our daily lives.</p> <ul style="list-style-type: none"> Discuss how behavior is influenced by what is seen in theatre, television, or film (e.g., dress, language, hobbies, acceptance consumerism, etc.) 	<p>Identify and compare works of art from various regions of the United States.</p> <ul style="list-style-type: none"> Describe and compare the craftsmanship, historical and cultural relevance of visual art representative of the regions of the United States.

3.4		<p>Describe the influence of various cultures and historical events on musical forms and styles.</p> <ul style="list-style-type: none"> Research regions of the United States and discuss the musical forms and styles that were developed and influenced by local cultures. 	<p>Identify types of early American theatre, such as melodrama and musical theatre.</p> <ul style="list-style-type: none"> View, recognize and discuss the following early American theatre styles: vaudeville (utilizes a collection of sketches), Melodrama (utilizes strong emotional appeals and cliff hanging plots), and musical theatre (utilizes music, dancing, and orchestration). Compare and contrast how theatre styles varied among the five regions of the United States. 	<p>View selected works of art from a major culture and observe changes in materials and styles over a period of time.</p> <ul style="list-style-type: none"> Research works of art from a chosen culture and discuss changes over time in media, application, subject matter, distribution in the society and accessibility to visual art in that culture.
3.5		<p>Describe the influences of various cultures on the music of the United States.</p> <ul style="list-style-type: none"> Explore American musical traditions through performing, discussing, listening, identifying, comparing, and describing music of the five regions of the United States. 		
4.0	<p>Aesthetic Value Responding to, Analyzing and Making Judgements About Works of Art</p>			
4.1	<p>Use dance vocabulary to identify and support personal preferences for dances observed or performed.</p> <ul style="list-style-type: none"> Analyze a performance, make a judgment and defend personal preference by using the following dance elements and principles, style, costume, music, focus, presentation, communication. Compare and discuss differences of opinion with peers. 	<p>Identify and analyze differences in tempo and dynamics in contrasting music selections.</p> <ul style="list-style-type: none"> Listen and identify contrasts in tempo (allegro, andante, largo) and dynamics (forte, mezzo-forte, mezzo-piano, piano, crescendo and decrescendo) in contrasting musical examples. 	<p>Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p> <ul style="list-style-type: none"> Design general guidelines for critiquing a play, television show, or film in its entirety, so that an opinion can be expressed using vocabulary of theatre (consider the completeness of the plot, character development, artistic choices including setting, costumes, lighting, sound, etc.) 	<p>Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.</p> <ul style="list-style-type: none"> Identify and locate harmony and unity in two-dimensional and three-dimensional works of art. Discuss how the process of examining harmony and unity in a work affects or changes responses to the work of art.
4.2	<p>Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).</p>	<p>Develop and apply appropriate criteria to support personal preferences for specific musical works.</p> <ul style="list-style-type: none"> Evaluate and discuss musical 	<p>Describe devices actors use to convey meaning or intent in commercials on television.</p> <ul style="list-style-type: none"> Discuss how characters manipulate words through exaggerated vocal and 	<p>Compare the different purposes of a specific culture for creating art.</p> <ul style="list-style-type: none"> Research individual culture of the student (ethnic, social, religious, etc.) and examine reasons for creating visual

	<ul style="list-style-type: none"> ▪ Read several dance critiques in a professional dance magazine or newspaper and highlight and outline the criteria the critic used to evaluate a performance. ▪ Research well known dancers indicating their styles of performance. ▪ Create a rubric using dance vocabulary to identify the technical skills of the dancer (power, strength, flexibility, agility, facial and body expression, focus, and involvement with the choreography). 	works according to performance quality, style/genre, and musical elements using student and teacher developed rubrics.	facial expression, body language, and gesture to create an impact (e.g., emotional empathy, distance, desire, repulsion).	<p>art in that culture.</p> <ul style="list-style-type: none"> ▪ Research a predominant culture from one state in the United States, and determine the function of visual art in that society.
4.3	<p>Identify the special and challenging characteristics of the experience of dancing for an audience.</p> <ul style="list-style-type: none"> ▪ Discuss what stage fright is and how to overcome it (being well prepared, practicing strong visualization, proper performance etiquette, and strong dancer relationships in rehearsal, etc.). ▪ Discuss preparation for performance in a variety of performance venues and spaces (small, intimate spaces vs. large auditorium, a variety of dance surfaces). ▪ Discuss how the proximity of an audience can impact dancers (e.g., energy, focus, distractions). ▪ Discuss the impact live vs. taped musical accompaniment can have dancers. 			<p>Develop and use specific criteria as individuals and in groups to assess works of art.</p> <ul style="list-style-type: none"> ▪ Design a rubric to include elements of art, harmony and unity, media, expressive quality, mood, emotional impact, and theme and use to assess two- and three-dimensional works of art.
4.4	<p>Explain how outstanding dancers affect audience members emotionally or intellectually.</p> <ul style="list-style-type: none"> ▪ Observe and discuss how exemplary dancers use nuance in their body and facial expression (tone, color, fine distinctions in energy and expression) to illicit emotional responses (e.g. fear, happiness, sadness, anger, and love). 			<p>Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.</p> <ul style="list-style-type: none"> ▪ Use a student-developed rubric to evaluate the student's own work and make suggestions for improvement.

5.0	Connections, Relationships, Applications Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers			
5.1	Describe how historical events relate to dance forms (e.g., the rebellion of the 1960's was represented in popular social dances with a move from partners to individual expression). <ul style="list-style-type: none"> ▪ Research a major dance style or form and discuss what happened in history to inspire its creation (e.g., Modern Dance, Jazz, Tap, Social Dance, Hip Hop and Break Dance). ▪ Discuss how immigrants of different ethnic groups to the United States contributed their traditional movement and rhythms to the development of unique dance styles such as tap, jazz, blues, and swing dance. 	Explain the role of music in community events. <ul style="list-style-type: none"> ▪ Discuss how music adds to occasions and is used for entertainment, ceremonies, processions, community events and festivals. 	Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history-social science. <ul style="list-style-type: none"> ▪ Create monologues, short dialogues, improvisations, and/or scenes based on research from important events in United States History, literature, math and/or science concepts. ▪ Discuss the difference between reenacting and knowing. ▪ Analyze, identify, and connect the dramatic structure (listed in 1.1), to structures used or observed in other content areas. 	Use linear perspective to depict geometric objects in space. <ul style="list-style-type: none"> ▪ Draw transparent and solid geometric forms in space, with height, width and depth.
5.2	Describe how dancing requires good health related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition). <ul style="list-style-type: none"> ▪ Discuss how important it is to a dancer to refrain from harmful substances (tobacco, drugs, alcohol and junk food) that will diminish the ability to maintain proper strength, endurance, and mental acuity. ▪ Discuss why it is important to talk about problems and frustrations in creating and rehearsing dance before they become overwhelming. ▪ Analyze and discuss how dance and movement can release frustration and excess energy in positive ways. 	Identify ways in which the music professions are similar to or different from one another. <ul style="list-style-type: none"> ▪ Identify musical professionals (e.g., performer, conductor, teacher, composers, lyricist, music publisher, engineer, piano tuner or technician, music store owner, etc.). ▪ Discuss what singers, instrumentalists, and conductors have in common (e.g., warm up, practice, receive feedback, refine skills and technique, perform, etc.). ▪ Discuss what music teachers, composers, and performers have in common (e.g. plan, create, problem solve, revise, time management, etc.). ▪ Discuss the differences and similarities between a lyricist and a composer. 	Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media. <ul style="list-style-type: none"> ▪ Describe what actors do to tell a story to an audience (know lines, blocking, create believable characters, etc.). ▪ Describe the importance of the director to a theatrical production (e.g., casts and stages actors, makes overall production choices). ▪ Describe the importance and function of the technical crew to create mood and meaning in a theatrical production (e.g., costume, makeup, set, lighting, sound designers). 	Identify and design icons, logos, and other graphic devices as symbols for ideas and information. <ul style="list-style-type: none"> ▪ Define and differentiate between a representative image or figure (icon), a symbol that represents a business or company (logo), and a design used as a tool to direct or identify (graphic device). ▪ Design an original icon, logo or a graphic device.

5.3	<p>Cite examples of the use of technology in the performing arts.</p> <ul style="list-style-type: none"> ▪ Analyze and discuss how lighting, sound, and special effects are used in a professional dance performance (live or video taped). 			<p>Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.</p> <ul style="list-style-type: none"> ▪ Research and report on the various types of products artists produce and how and why the products are used.
5.4	<p>Demonstrate social skills that enable students to become leaders/teachers and followers/learners.</p> <ul style="list-style-type: none"> ▪ Exhibit cooperation and collaboration through group problem solving activities. ▪ Demonstrate ability to lead and follow by teaching and learning each other's choreography. 			