

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

**GRADE SIX**

<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 focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.</b></p> <ul style="list-style-type: none"> <li>Break larger phrases viewed from a recorded dance performance into individual steps, learn and mimic with accuracy, and perform with appropriate style and energy</li> </ul>	<p><b>Read, write, and perform intervals and triads.</b></p> <ul style="list-style-type: none"> <li>Outline major and minor chords, sing in root position, and distinguish between major and minor triads.</li> <li>Read, write and perform, using numbers or solfege, the following intervals: P8, P5, P4, M2, m2, M3, m3.</li> <li>Sing full octave major scales.</li> </ul>	<p><b>Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li>Identify how subtext is interpreted through character portrayal (voice, vocal projection, and body movement) within a scene or play.</li> <li>Identify the underlying theme of a scene or play and describe how character actions and reactions are directly related to the theme.</li> <li>Describe how environment is created through theatrical elements (lighting, sound, sets) to establish mood.</li> <li>Describe how the environment effects a character's actions and reactions.</li> <li>Describe how every action/incident in a character's situation causes a vocal or physical reaction from the character or between and among characters.</li> </ul>	<p><b>Identify and describe all the elements of art found in selected works of art (color, shape/form, line, texture, space, and value).</b></p> <ul style="list-style-type: none"> <li>Define and locate every element of art (line, shape/form, color, texture, space and value) in two and three-dimensional works, including architecture.</li> <li>Analyze choice and arrangements of the elements of art used by various artists in works of art to make meaning.</li> </ul>
<b>1.2</b>	<p><b>Incorporate a variety of force/energy qualities into executing a full range of movements.</b></p> <ul style="list-style-type: none"> <li>Perform combinations that utilize a continuous manipulation of opposing dynamics, active and passive energy (against gravity, self, another object or body), strong and gentle force, and movement quality (burst, swing, float, dab, punch, etc.).</li> <li>Create movement sequences in personal and general space comprised</li> </ul>	<p><b>Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</b></p> <ul style="list-style-type: none"> <li>Identify duple and triple meters (2/4, 3/4, 4/4, 6/8) from notation and aural examples and perform.</li> <li>Write a diatonic scale emphasizing the difference between half steps and whole</li> </ul>	<p><b>Identify how production values can manipulate mood to persuade and disseminate propaganda.</b></p> <ul style="list-style-type: none"> <li>Describe how lighting, sound, costumes, sets, props and make-up convince the audience of the believability of a scene.</li> <li>Describe the differences in production values for different types of theatre (e.g., production values in sacrificial theatre different from production values in modern</li> </ul>	<p><b>Discuss works of art as to theme, genre, style, idea, and differences in media.</b></p> <ul style="list-style-type: none"> <li>Classify two and three-dimensional works of art, including architecture, based on a particular subject (theme), realistic representation of people, subjects and scenes from everyday life (genre), characteristics of a culture, an historic period, school of art or characteristic expression of an individual artist (style) and defend your rationale.</li> </ul>

	of four or more movement combinations, demonstrating varying amounts of power, intensity and effort (force/energy).	<ul style="list-style-type: none"> <li>steps.</li> <li>Recognize and use Italian terms and markings for dynamics (pp ff) and tempo (moderato, adagio, a tempo), style (maestoso and misterioso) and roadmap markings (D.C. al fine, D.S. al fine, repeat signs, endings).</li> </ul>	comedy).	<ul style="list-style-type: none"> <li>Identify media choices in two- and three-dimensional works of art, including architecture, and describe how the media affects the theme, genre, style, idea and/or meaning.</li> </ul>
1.3	<b>Identify and use force/energy variations when executing gesture and locomotor and axial movements.</b> <ul style="list-style-type: none"> <li>Note and identify everyday body movement that communicates an idea, instruction or feeling.</li> <li>Create dynamic images and expressions using subtle body and facial clues while executing movement combinations.</li> </ul>	<b>Transcribe simple aural examples into rhythmic Notation.</b> <ul style="list-style-type: none"> <li>Listen and notate combinations of whole, half, quarter, eighth, triplets, dotted-half, dotted quarter and rests in duple and triple meter for four measures, with retention at 6-8 beats at a time.</li> </ul>		<b>Describe how artists can show the same theme by using different media and styles.</b> <ul style="list-style-type: none"> <li>Compare and contrast works of art from two different artists that have like themes and use different media and style.</li> </ul>
1.4	<b>Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.</b> <ul style="list-style-type: none"> <li>Identify the form or forms used in at least three dances (organic, transition, canon, AB, ABA, narrative).</li> <li>Identify opposing and complementary movement in choreography and between dancers.</li> <li>Identify similar phrases of movement and discuss how they vary in their use of time, space or energy.</li> <li>Demonstrate the understanding of contrast by expanding dance phrases using the dance elements Demonstrate the understanding of variety by expanding dance phrases through varying the dance elements.</li> </ul>	<b>Sight-read simple melodies in the treble clef or bass clef.</b> <ul style="list-style-type: none"> <li>Sight-read unison melodies in treble voice.</li> <li>Sight-read with accuracy simple eight-measure melodies (easy rhythms, stepwise and small interval motion, and appropriate range) within one octave.</li> </ul>		<b>Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).</b> <ul style="list-style-type: none"> <li>Identify parts or elements arranged on either side of the midline creating unequal visual weight (asymmetrical), correspondence in size, shape, and arrangement on both sides of the midline (symmetrical) and parts arranged from the center outward, a circular arrangement (radial) balance in various works of art.</li> <li>Explain how to arrange elements of art to create visual balance in both two- and three-dimensional works of art.</li> </ul>
1.5	<b>Describe and analyze movements observed and performed, using appropriate dance vocabulary.</b> <ul style="list-style-type: none"> <li>Identify the sequential order of individual steps seen or performed in dance sequences and how they are</li> </ul>	<b>Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.</b> <ul style="list-style-type: none"> <li>Analyze and compare music of three cultures and genres,</li> </ul>		

	<p>structured (form).</p> <ul style="list-style-type: none"> <li>Describe the force/energy and dynamics observed or performed in the dance steps and sequences and the contributing effort of the dancer.</li> <li>Identify facial expressions, body clues, and the moods or emotions.</li> </ul>	<p>identify melody and/or motif, syncopation and meters, and listen for instrumentation and voicings similar and unique to each.</p>		
<b>2.0</b>	<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>			
<b>2.1</b>	<p><b>Invent multiple possibilities to solve a given movement problem and develop the material into a short study.</b></p> <ul style="list-style-type: none"> <li>Create a minimum of three ways to define and defend a particular movement based on idea or inspiration. • Expand ideas into a dance study of at least 45 – 60 seconds in length.</li> </ul>	<p><b>Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1; scale; 1-6).</b></p> <ul style="list-style-type: none"> <li>Sing music in the following genres, styles, and cultures: American &amp; world folk songs, jazz &amp; blues, spirituals, part songs, sacred music, and literature of major historical periods.</li> <li>Sing in at least two languages in addition to English.</li> <li>Sing solos and in a variety of ensembles (duets, trios, quartets) with technical accuracy, good posture, tone quality, and proper vowel shape.</li> </ul>	<p><b>Participate in improvisational activities, demonstrating an Understanding of text, subtext, and context.</b></p> <ul style="list-style-type: none"> <li>Create improvised scenes from a variety of literary sources that convey the meaning of the original text.</li> <li>Create scenes manipulating subtext and context in more than two ways using simple dialogue texts.</li> </ul>	<p><b>Use various observational drawing skills to depict a variety of subject matter.</b></p> <ul style="list-style-type: none"> <li>Use gesture and contour line drawing to visually explore objects.</li> <li>Create representational drawings using still life arrangements, figure models and locations.</li> </ul>
<b>2.2</b>	<p><b>Compare and demonstrate the difference between imitating movement and creating original material.</b></p> <ul style="list-style-type: none"> <li>Learn and perform a dance or movement sequence taught by another individual in exact imitation of the movement.</li> <li>Create and perform original dance or movement sequences using own ideas and personal style.</li> </ul>	<p><b>Sing music written in two parts.</b></p> <ul style="list-style-type: none"> <li>Demonstrate independence through maintaining individual parts while singing two-part harmony, canons and rounds.</li> </ul>	<p><b>Use effective vocal expression, gesture, facial expression, and timing to create character.</b></p> <ul style="list-style-type: none"> <li>Identify and demonstrate beats (shifts of emotion or topic within a scene) within dialogue to determine character motivation (vocally and physically).</li> <li>Express dialogue, vocally and physically, using beats to convey</li> </ul>	<p><b>Apply the rules of two-point perspective in creating a thematic work of art.</b></p> <ul style="list-style-type: none"> <li>Create drawings using horizon line, two vanishing points, and a system of horizontal, vertical and diagonal lines to create a cityscape.</li> </ul>

	<ul style="list-style-type: none"> <li>Compare and contrast the process of creating, learning, and performing by both methods and their implications/limitations for the dancer.</li> </ul>		<ul style="list-style-type: none"> <li>meaning.</li> <li>Alter the meaning of dialogue by changing beats and using body and voice</li> </ul>	
2.3	<p><b>Describe and incorporate dance forms in dance studies.</b></p> <ul style="list-style-type: none"> <li>Identify and describe the use of form in four or more works of dance.</li> <li>Change the meaning of and perform a single dance phrase or movement study applying two or more different forms: canon, AB, ABA, canon, organic, narrative, geometric.</li> </ul>	<p><b>Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1; scale; 1-6).</b></p> <ul style="list-style-type: none"> <li>Explore the use of instruments to accompany singing (e.g., play non-pitched percussion instruments, use electronic keyboards to create rhythmic or melodic accompaniments, etc.</li> </ul>	<p><b>Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.</b></p> <ul style="list-style-type: none"> <li>Write a two to three minute scene in real time (time and location remain constant), in which setting and character relationships are clear.</li> <li>Define the environment through monologue and/or dialogue using stock characters (e.g., hero, villain, trickster, fool, lover, etc.)</li> </ul>	<p><b>Create a drawing, using varying tints, shades, and intensities.</b></p> <ul style="list-style-type: none"> <li>Create a monochromatic drawing showing six or more gradations of a hue.</li> <li>Create drawings using various media (pastels, colored pencils, charcoal, etc.) showing at least two gradations of three hues.</li> </ul>
2.4	<p><b>Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).</b></p> <ul style="list-style-type: none"> <li>Select and choreograph movement phrases according to a musical form (AB, ABA, canon, narrative, organic).</li> <li>Change a movement's style (Latin, march, adagio, staccato, allegro, etc.) through altering rhythms.</li> </ul>	<p><b>Compose short pieces in duple and triple meters.</b></p> <ul style="list-style-type: none"> <li>Write and perform a four-measure rhythmic pattern in duple or triple meter.</li> <li>Create layered rhythms in duple and triple meters and perform using body percussion or other instruments (e.g., found sounds, vocalizations, etc.).</li> <li>Compose and perform a four-measure melody.</li> <li>Compose a four-measure theme and at least two variations in duple and triple meter, demonstrating rhythmic and melodic variation techniques.</li> </ul>		<p><b>Create increasingly complex original works of art reflecting personal choices and increased technical skill.</b></p> <ul style="list-style-type: none"> <li>Add at least two original works per grading period to a portfolio, noting one's change in skill level using knowledge of the elements of art.</li> <li>Create works of art emphasizing symmetry, asymmetry and radial balance; gradations of intensity in color; and media choice in a variety of two- and three-dimensional compositions</li> </ul>
2.5	<p><b>Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.</b></p> <ul style="list-style-type: none"> <li>Select a dance idea from a source of inspiration (poem, picture, situation, story, thought, etc.) and explore movement that expresses the idea.</li> </ul>	<p><b>Arrange simple pieces for voices or instruments, using traditional sources of sound.</b></p> <ul style="list-style-type: none"> <li>Create a two-part vocal arrangement from a familiar melody.</li> <li>Add non-pitched percussion instruments to enhance a</li> </ul>		<p><b>Select specific media and processes to express moods, feelings, themes, or ideas.</b></p> <ul style="list-style-type: none"> <li>Plan artwork based on internal or external inspiration by creating thumbnail sketches, selecting one sketch, choosing the medium that best expresses the idea, and create a</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Create a dance study using the elements and principles of dance to give the study emotional or intellectual meaning.</li> <li>▪ Explore movement and create a dance with a clear statement that strives for good communication, is clear and simple, and portrays immediate recognition of the theme.</li> </ul>	musical arrangement.		completed work.
2.6	<p><b>Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.</b></p> <ul style="list-style-type: none"> <li>▪ Use eye contact, facial expression, effort and motivation of movement, spacing, timing, consistency, etc. when performing dance.</li> <li>▪ Incorporate feedback from the rehearsal process, revise and adjust the use of the body for effective communication.</li> </ul>	<p><b>Improvise simple melodies.</b></p> <ul style="list-style-type: none"> <li>▪ Create vocal variations on a familiar tune.</li> <li>▪ Improvise melodies within a single tonal center.</li> </ul>		<p><b>Use technology to create original works of art.</b></p> <ul style="list-style-type: none"> <li>▪ Apply acquired knowledge of the elements of art to create original works emphasizing one element using available technology.</li> </ul>
2.7	<p><b>Revise, memorize, and rehearse Dance studies for the purpose of Performing for others.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate personal responsibility by practicing skills and being fully prepared through rehearsal for performance.</li> <li>▪ Discuss the importance of regular attendance at rehearsals for the group's success.</li> <li>▪ Accept feedback, reflect and revise choreography and personal performance during the rehearsal process.</li> </ul>			
2.8	<p><b>Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).</b></p> <ul style="list-style-type: none"> <li>▪ Actively listen and incorporate other's ideas into a movement sequence.</li> <li>▪ Demonstrate basic partnering skills</li> </ul>			

	<p>safely through the giving and taking of weight (cantilever) and trust exercises.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate giving and taking leadership as choreographer or dancer through partnership in a duet, small and large group.</li> <li>▪ Demonstrate common courtesy to peers and teachers.</li> </ul>			
<b>3.0</b>	<b>Historical and Cultural Context</b> Understanding the Historical Contributions and Cultural Dimensions of the Arts			
<b>3.1</b>	<p><b>Compare and contrast features of dances already performed from different countries.</b></p> <ul style="list-style-type: none"> <li>▪ Identify the similarities and differences in dance elements, form, pattern, costume, location, etc. from ancient cultures (Egyptian, Hebrew, Greek, Indian, Chinese, and Roman).</li> </ul>	<p><b>Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.</b></p> <ul style="list-style-type: none"> <li>▪ Identify, list, and discuss the function of music in different cultures (e.g., courtship, ritual, work, entertainment) and the roles of musicians (e.g., performer, historian, composer).</li> <li>▪ Perform or listen to music from at least three cultures and discuss the instrumentation and function of each song.</li> </ul>	<p><b>Create scripts that reflect particular historical periods or cultures.</b></p> <ul style="list-style-type: none"> <li>▪ Research and identify theatre of specific cultures.</li> <li>▪ Create a script from an historical event aligned to the 6<sup>th</sup> grade social studies curriculum, in appropriate dramatic style.</li> </ul>	<p><b>Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).</b></p> <ul style="list-style-type: none"> <li>▪ Research and discuss the function of visual art in the following Ancient cultures: Egyptian, Hebrew, Greek, Indian, Chinese and Roman.</li> <li>▪ Describe and analyze the function and design of a selected artifact from an Ancient culture using the vocabulary of art.</li> <li>▪ Identify similarities and differences between current culture and ancient cultures as reflected through art.</li> </ul>
<b>3.2</b>	<p><b>Explain the importance and function of dance in students' lives.</b></p> <ul style="list-style-type: none"> <li>▪ Describe through personal experience, the role and purpose of dance in social settings, celebrations and preserving traditions.</li> <li>▪ Identify and discuss on a personal level, how dance can be a positive and enjoyable activity and how it brings people together.</li> </ul>	<p><b>Listen to and describe the role of music in ancient Civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman).</b></p> <ul style="list-style-type: none"> <li>▪ Explore ancient civilizations' (Chinese, Egyptian, Greek, Indian, Roman, and Hebrew) musical Traditions through performing, discussing, listening, identifying, comparing, and describing.</li> <li>▪ Investigate two ancient civilizations emphasizing how music reflects the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture.</li> </ul>	<p><b>Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China and West Africa.</b></p> <ul style="list-style-type: none"> <li>▪ Research the historical significance of theatre in ancient Greece, Egypt, China and West Africa and identify theatre elements from each.</li> </ul>	<p><b>View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.</b></p> <ul style="list-style-type: none"> <li>▪ Research, describe and discuss the importance and function of at least two works of art from Ancient cultures (Egyptian, Hebrew, Greek, Indian, Chinese or Roman).</li> <li>▪ Trace the development of a functional artifact (vessel, utensil, etc.) from an Ancient culture emphasizing changes in shape, color, decoration and technological advances in relationship to needs and available resources.</li> </ul>

3.3	<p><b>Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American Celebrations).</b></p> <ul style="list-style-type: none"> <li>Research and discuss the function of dance in ancient cultures (Greeks as a teaching tool, Romans as spectacle, dance as worship, etc.)</li> </ul>	<p><b>Describe distinguishing characteristics of Representative musical genres and styles from two or more cultures.</b></p> <ul style="list-style-type: none"> <li>Explore two or more genres and styles and discuss what makes each of these styles unique, using the elements of music.</li> <li>Compare and analyze two or more musical genres from two different cultures (e.g., compare American musical theater with Italian opera).</li> </ul>		<p><b>Compare, in oral or written form, representative images or designs from at least two selected cultures.</b></p> <ul style="list-style-type: none"> <li>Discuss the similarities and differences in design styles from two different ancient cultures emphasizing use of line, symbols, body representations, and color.</li> </ul>
3.4		<p><b>Listen to, describe, and perform music of various Styles from a variety of cultures.</b></p> <ul style="list-style-type: none"> <li>Identify and describe a variety of cultural musical styles and perform music from at least three cultures studied.</li> <li>Perform musical selections in at least two languages other than English.</li> </ul>		
3.5		<p><b>Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.</b></p> <ul style="list-style-type: none"> <li>Create and use a rubric for evaluating music based on quality and the effective use of musical elements, compare perceptions with peers, and defend personal opinion using the vocabulary of music.</li> </ul>		
4.0	<p><b>Aesthetic Value</b> Responding to, Analyzing and Making Judgements About Works of Art</p>			
4.1	<p><b>Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).</b></p>	<p><b>Develop criteria for evaluating the quality and effectiveness of musical performances and compositions,</b></p>	<p><b>Develop and apply appropriate criteria for evaluating sets, lighting, costumes, make-up and props.</b></p> <ul style="list-style-type: none"> <li>Create a rubric to use while viewing</li> </ul>	<p><b>Construct and describe plausible interpretations of what they perceive in works of art.</b></p> <ul style="list-style-type: none"> <li>Create an individual rubric for analyzing</li> </ul>

	<ul style="list-style-type: none"> <li>Describe and analyze how personal space, shape and pattern, smoothness of transition, effort, clearly defined beginning and ending, and use of music are used in two or more pieces of choreography.</li> <li>Write a review defending personal preference using appropriate dance language and compare perceptions and opinions with peers in class discussion.</li> </ul>	<p><b>including arrangements and improvisations, and apply the criteria in personal listening and performing.</b></p> <ul style="list-style-type: none"> <li>Justify musical preferences using music vocabulary.</li> <li>Create rubrics for vocal performance</li> <li>emphasizing tone quality, correct notes and rhythms, clear diction, dynamics, and posture, and evaluate performances isolating a single criteria at a time.</li> <li>Create rubrics for composition emphasizing correct notes, rhythms, meter and key.</li> </ul>	<p>scenes or pictures from a variety of world theatre to correctly identify design elements.</p> <ul style="list-style-type: none"> <li>View and make judgments about design elements of world theatre based on a rubric.</li> </ul>	<p>and interpreting line, shape/form, color, texture, value and space (elements of art) and balance in works of art.</p> <ul style="list-style-type: none"> <li>Discuss and defend interpretations of works of art by referencing the works directly using visual art vocabulary.</li> </ul>
4.2	<p><b>Propose ways to revise choreography According to established assessment criteria.</b></p> <ul style="list-style-type: none"> <li>Create a rubric of choreographic guidelines that includes time, space, shifts in energy; smooth transitions and phrasing; and groups and patterns.</li> <li>Evaluate personal and group choreography using a rubric and revise to show improvement.</li> </ul>	<p><b>Explain how various aesthetic qualities convey images, feeling, or emotion.</b></p> <ul style="list-style-type: none"> <li>Discuss ways in which the expressive qualities of music (e.g., tone quality, key, vocal timbre, phrasing, tempo, etc.) may elicit emotional responses in the listener.</li> </ul>	<p><b>Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.</b></p> <ul style="list-style-type: none"> <li>Compare and contrast how fads are influenced by theatre, television, and film.</li> <li>Research and discuss how theatre, television, and film influences fads and trends.</li> </ul>	<p><b>Identify and describe ways in which their culture is being reflected in current works of art.</b></p> <ul style="list-style-type: none"> <li>Explore and discuss one's personal culture.</li> <li>Identify, compare and contrast current pieces of artwork reflecting the student's culture using the vocabulary of visual art.</li> </ul>
4.3	<p><b>Discuss the experience of Performing personal work for Others.</b></p> <ul style="list-style-type: none"> <li>Record in a journal personal performing experiences in dance.</li> <li>Discuss the importance of good preparation for handling personal and group performance pressures (performance anxiety, memorization and recall, importance of improvisation to recover from errors, etc.).</li> <li>Discuss the benefits of rehearsal and revision to personal performance.</li> </ul>	<p><b>Identify aesthetic qualities in a specific musical work.</b></p> <ul style="list-style-type: none"> <li>Respond through writing and discussing to a given prompt (musical example) by identifying the ways musical elements are used to create images, feelings, ideas, or emotions.</li> </ul>		<p><b>Develop specific criteria as individuals or in groups to assess and critique works of art.</b></p> <ul style="list-style-type: none"> <li>Create a group rubric to evaluate two- and three-dimensional works of art using the vocabulary of visual art and assess a variety of works.</li> </ul>
4.4	<p><b>Distinguish the differences between viewing live and recorded dance performances.</b></p>			<p><b>Change, edit, or revise their works of art after a critique, articulating reasons for their changes.</b></p>

	<ul style="list-style-type: none"> <li>Explore the possibilities and limitations of recorded dance.</li> <li>Explore the impact of recorded dance on what is viewed as compared to a live audience (e.g., close ups, camera angles, makeup, importance of facial expression and nuance for the camera vs. exaggerated movement and expression for the stage, one take vs. multiple takes and selective editing, personal interaction with the performers).</li> </ul>			<ul style="list-style-type: none"> <li>Using a rubric, analyze works of art, suggest, and defend changes for improvement.</li> <li>Re-create or change one's own work of art based on self-analysis.</li> </ul>
<b>5.0</b>	<b>Connections, Relationships, Applications</b> Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers			
<b>5.1</b>	<p><b>Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).</b></p> <ul style="list-style-type: none"> <li>Identify and discuss how use of line, shape/form, texture, color, space, and value (elements of visual art), enhance and relate to dance.</li> <li>Identify and discuss how melody, harmony, rhythm, form and texture of music (elements of music), relates to dance and inspires or effects movement energy and dynamics.</li> <li>Identify and discuss the importance of projection and expression of face and body, gesture, concentration, and character development (drama skills) enhance and relate to dance.</li> </ul>	<p><b>Describe how knowledge of music connects to learning in other subject areas.</b></p> <ul style="list-style-type: none"> <li>Identify ways music connects to math (rhythm, patterns, form, etc.).</li> <li>Identify ways in which music reading skills connect to literacy (decoding, scanning, chunking, etc.).</li> <li>Identify ways in which music composition is similar to writing in literacy (musical phrases/sentences, form/essay structure, thematic development /character development, etc.).</li> <li>Identify ways in which music connects to art (focal point, texture, contour, patterns, retrograde/reverse patterns, etc.)</li> </ul>	<p><b>Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history, social science of how persuasion and propaganda are used in advertising.</b></p> <ul style="list-style-type: none"> <li>Design sets, props, costumes, masks, sound and light for a piece of literature (myths, poems, short stories).</li> <li>Transform a literary piece (myth, poem, or short story), into a short play or reader's theatre using proper dramatic structure and design elements.</li> <li>Explore action/reaction relationships in all curricular areas.</li> </ul>	<p><b>Research how art was used in theatrical productions in the past and in the present.</b></p> <ul style="list-style-type: none"> <li>Research Ancient Greek, Roman and Chinese theatre and examine how the design, media, masks, costumes, and scenery were used for dramatic effect.</li> <li>Compare and contrast contemporary and ancient theatre productions including the design, media, and use of masks, costumes and scenery.</li> </ul>
<b>5.2</b>	<p><b>Describe the responsibilities a dancer has in maintaining health related habits (e.g., balanced nutrition, regular exercise, adequate sleep).</b></p> <ul style="list-style-type: none"> <li>Discuss how taking care of oneself is important to achieve high levels of fitness to accomplish personal goals with excellence as a dancer.</li> </ul>	<p><b>Identify career pathways in music.</b></p> <ul style="list-style-type: none"> <li>Discuss preparation needed for the following</li> <li>music professions: music teacher, music</li> <li>merchant, performing artist, composer/arranger, music</li> </ul>	<p><b>Research career opportunities in media, advertising, marketing, and interactive Web design.</b></p> <ul style="list-style-type: none"> <li>Identify careers in the media, advertising, marketing and interactive web design.</li> <li>Determine how the skills learned in theatre transfer to other careers (e.g.,</li> </ul>	<p><b>Research how traditional characters (such as the <i>trickster</i>) found in a variety of cultures past and present are represented in illustrations.</b></p> <ul style="list-style-type: none"> <li>Identify, research, and analyze illustrations of traditional literary characters (hero, villain, the fool, etc.) found in a variety of cultures.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Discuss how maintaining good health habits are important to being a responsible member of a performing group's success.</li> <li>▪ Discuss the importance of exercising, eating a healthy diet and appropriate rest to good fitness, and physical and emotional health.</li> </ul>	business and technology.	understand the ability to persuade and knowing the audience's wants and needs relates to advertising and marketing careers; visual ideas created for the theatre: sets, costumes, color choice, lighting, sound, etc., relates to other careers like web design).	<ul style="list-style-type: none"> <li>▪ Compare and contrast the character traits and depictions of traditional literary characters with contemporary characters in both literature and media productions (television, animation, computer games, etc.)</li> </ul>
5.3	<p><b>Identify careers in dance and dance-related fields (e.g., teacher, therapist, ideographic, dance critic, choreographer, notator).</b></p> <ul style="list-style-type: none"> <li>▪ Research the people involved in making a successful dance production (musical, music video, dance concert, the dance studio/class, etc.).</li> <li>▪ Discuss the different ways dance is used in a variety of jobs (medical, education, literary, retail and manufacturing, general business, entertainment industry, etc.)</li> </ul>			<p><b>Create artwork containing visual metaphors that express the traditions and myths of selected cultures.</b></p> <ul style="list-style-type: none"> <li>▪ Explore universal symbols and their use throughout history (e.g., dove, lightning bolt, arrow, heart, etc.).</li> <li>▪ Use objects as symbols or motifs representing a concept or idea from mythology or authentic cultural tradition (Egyptian, Hebrew, Greek, Indian, Chinese or Roman) in original works of art.</li> </ul>
5.4				<p><b>Describe tactics employed in advertising to sway the viewer's thinking and provide examples.</b></p> <ul style="list-style-type: none"> <li>▪ Investigate the use of camera angles, slogans, logos, color, size relationships, emphasis, subordination, and contrast to influence viewers in electronic and print media.</li> </ul>
5.5				<p><b>Establish criteria to use in selecting works for a specific type of art exhibition.</b></p> <ul style="list-style-type: none"> <li>▪ Develop submission guidelines for a thematic art exhibit, participate in a jury and hang selected pieces in an aesthetic display in the classroom or beyond.</li> </ul>