

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

GRADE SEVEN

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 increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</p> <ul style="list-style-type: none"> Break larger phrases viewed from a live or recorded dance performance into individual steps, learn and mimic in detail and perform with matched effort and dynamics. 	<p>Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <ul style="list-style-type: none"> Read, write and play the following intervals in C major: M7, m7, M6, m6. Identify and construct the V7 (dominant) chord in keys studied. Write and play chord tones to create the following harmonic progressions in C major: I-IV-V7-I, Ivi- ii-V7-I, and I-vi-IV-V7-I. Identify authentic (V7-I) and plagal (IV-I) cadences in aural and visual examples. 	<p>Use the vocabulary of theatre, such as playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.</p> <ul style="list-style-type: none"> Describe the process of page to stage, from the perspective of a playwright, a director, an actor, and a crewmember. Describe the relationship of the following theatrical vocabulary: cold reading as it relates to audition, audition as it relates to casting, casting as it relates to rehearsal, rehearsal as it relates to performance. 	<p>Describe the environment and selected works of art, using the elements of art and the principles of design.</p> <ul style="list-style-type: none"> Identify elements of art as structural parts and balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation and unity (principles of design) as organizational principle of a work of art. Describe the physical environment using the elements of art and the principles of design stressing balance, contrast, dominance, and emphasis. Describe two and three-dimensional works of art using elements of art but emphasizing principles of design.
1.2	<p>Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <ul style="list-style-type: none"> Perform a variety of complex movement sequences multiple times in succession with sustained endurance, power, and expression in the following styles: jazz, ballet, folk and contemporary dance. 	<p>Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.</p> <ul style="list-style-type: none"> Read, write and perform full-octave F major and d minor scales on strings, or C major and a minor scales on winds or percussion. Perform full-octave chromatic scales in each key studied. Perform and conduct music in 5/4, 6/4, and 7/4, including mixed meter examples. Analyze and play sixteenth on strong beat (e.g., sixteenth—eighth—sixteenth or sixteenth—dotted-eighth), quarter-note triplets, eighth— dotted-quarter, quarter— dotted-half rhythm patterns in simple meters. 	<p>Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.</p> <ul style="list-style-type: none"> Identify the dramatic elements early in the plot to predict later events in the play (foreshadow). Arrange random scenes in chronological order. Create a storyboard that identifies the elements of rising action from inciting incident to climax and resolution. 	<p>Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.</p> <ul style="list-style-type: none"> Discuss relative size, larger than life or miniature (scale) and size relationships, part to parts and parts to whole (proportion) in two and three-dimensional works of art. Compare the actual dimensions of original pieces of work to the published reproduction size interpreting the descriptions or the credits published with reproductions.

		<ul style="list-style-type: none"> Analyze and play eighth and quarter rhythmic patterns in 6/8. Recognize and use Italian terms for tempo (presto, vivace, largo), style (cantabile, dolce, pesante), and roadmap markings (Coda). 		
1.3	<p>Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</p> <ul style="list-style-type: none"> Perform a variety of physically challenging dance movements (partnering skills, weight-taking and off-balance work, jumps/leaps, multiple level and speed changes, etc.), with endurance, power, and expression, while demonstrating increased balance and control. Demonstrate increased muscle memory, confidence and endurance through repetition, practice, rehearsal and performance. 	<p>Transcribe simple aural examples into melodic notation.</p> <ul style="list-style-type: none"> Transcribe combinations of melodic and rhythmic patterns using whole, half, quarter, eighth, dotted-half, dotted-quarter, sixteenth notes (barred in twos and fours) and rests in duple and triple meter for four measures, with retention at eight beats at a time. Transcribe simple melodies in C major (no transposition), using intervals of m2, M2, m3, M3 and P8. 		<p>Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).</p> <ul style="list-style-type: none"> Identify, describe and explain the principles of atmospheric (aerial) perspective in works of art. Identify and describe linear perspective and explain the principles for use in works of art. Discuss the use of size relationships, placement of objects to create the illusion of depth in abstract and nonrepresentational works of art.
1.4	<p>Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.</p> <ul style="list-style-type: none"> Change a variety of axial and locomotor movement combinations by selecting and employing dramatic changes (extreme variations) in the dance elements, including form, unity, variety and contrast. 	<p>Sight-read melodies in the treble or bass clef (level of difficulty: 1; scale: 1-6).</p> <ul style="list-style-type: none"> Sight-read songs in easy keys and meters, with basic rhythms and limited ranges (Publisher-graded scale: 1). Sight-read with proper tone, pitch and rhythmic accuracy, demonstrating an understanding of expressive markings. 		<p>Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.</p> <ul style="list-style-type: none"> Defend personal reasons for using specific elements of art and principles of design in the student's own works of art to communicate ideas and/or moods.
1.5	<p>Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation).</p> <ul style="list-style-type: none"> Identify common gestures and locomotor movements (e.g., walking, waving, working, etc.) seen in two or 	<p>Analyze and compare the use of musical elements representing various genres, styles and cultures, emphasizing tonality and intervals.</p> <ul style="list-style-type: none"> Listen to and perform a variety of music and identify where the music originated based on rhythm, melody, style and instrumentation. Distinguish between major, minor, and pentatonic tonalities and 		

	<p>more different dance styles (jazz, ballet, folk, contemporary dance).</p> <ul style="list-style-type: none"> Transform common gestures and ways people get around into dance terms (arm movement=port de bras; axial=bending, twisting, kicking; locomotor=walking, running). 	<p>examine the function of accidentals.</p> <ul style="list-style-type: none"> Explore non-Western tunings (e.g., use of quarter tones). 		
1.6		<p>Describe larger musical forms (canon, fugue, suite, ballet, opera, and oratorio).</p> <ul style="list-style-type: none"> Listen to a variety of musical works, describe the texture, and identify whether the examples are monophonic, homophonic, or polyphonic. Explore relationships between a canon and a fugue, a suite and a ballet, and an opera and an oratorio. 		
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 improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.</p> <ul style="list-style-type: none"> Explore spontaneous movement sequences and variations inspired by dynamic shifts in energy and range of motion. Perform a variety of dance sequences, demonstrating strong intent through dynamic body movement (variations of effort, expression, space, etc.). Create strong transitions demonstrating clarity, intention, and flow of thought from beginning to end of a dance study. 	<p>Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3; scale: 1-6). <i>Not applicable</i></p>	<p>Use improvisation in rehearsal to discover character and motivation.</p> <ul style="list-style-type: none"> Improvise dialogue beyond the written text that explores character and motivation. Improvise character relationship using conflict and motivation prompts. 	<p>Develop increasing skill in the use of at least three different media.</p> <ul style="list-style-type: none"> Refine skills through practice drawing, painting and sculptural media skills (clay, paper, paper mache, found objects). Show evidence of growth by creating a chronology of works, written personal reflections, and critique in a portfolio and/or sketchbook.
2.2	<p>Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p> <ul style="list-style-type: none"> Invent several ways to express a movement idea, becoming aware of personal abilities and limitations 	<p>Sing music written in two and three parts.</p> <ul style="list-style-type: none"> Sing chord tones with others to create the following harmonic progressions in C major: I-IVV7- I, I-vi-ii-V7-I, and I-vi-IV-V7-I. 	<p>Maintain a rehearsal script/notebook to record directions and blocking.</p> <ul style="list-style-type: none"> Create or use a notation system for recording actor's movement (blocking). 	<p>Use different forms of perspective to show the illusion of depth on a two-dimensional surface.</p> <ul style="list-style-type: none"> Use foreground, middle ground and background, one or twopoint perspective, and geometric and organic

	<p>through solo, partner and group work.</p> <ul style="list-style-type: none"> ▪ Demonstrate the difference between free form improvisation and structured improvisation where a dance element or elements are isolated and manipulated. ▪ Discuss and document abilities and limitations and apply to the revision process. 		<ul style="list-style-type: none"> ▪ Interpret verbal directions from the director into written notation. 	<p>forms in drawings.</p> <ul style="list-style-type: none"> ▪ Use value and detail changes, overlapping, and size relationships to create atmospheric perspective.
2.3	<p>Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p> <ul style="list-style-type: none"> ▪ Apply and manipulate the elements of time (short, long, rest, adagio, allegro, sustain) and energy (legato, staccato, accent) to movement phrases. ▪ Change and perform the style (Latin, march, adagio, staccato, allegro, etc.) of a movement phrase by changing musical rhythms ▪ Change a dance sequence into two or more genres of dance (jazz, ballet, modern, folk, musical theatre, etc.). ▪ Manipulate movement quality (strong, soft, flick, punch, dab, etc.) and effort by varying musical rhythm and dynamics. 	<p>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: 2; scale: 1-6).</p> <ul style="list-style-type: none"> ▪ Perform instrumental literature with moderate technical demands, expanded ranges and expressive techniques (Publisher-graded scale: 2.5). 	<p>Create characters, environments, and actions that exhibit tension and suspense.</p> <ul style="list-style-type: none"> ▪ Explore tension and suspense relationships through dialogue, monologue, environment, situation, setting, and actions. ▪ Use sense and emotional memory to develop a physical and vocal response to a charged situation. 	<p>Develop skill in using mixed media while guided by a selected principle of design.</p> <ul style="list-style-type: none"> ▪ Create a series of at least three mixed media works using line, shape/form, color, texture, value and space to emphasize contrast or dominance and write a reflection on the experience noting changes in skill and the evolving creative process (planning, media choice, revision, rework, etc.)
2.4	<p>Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).</p> <ul style="list-style-type: none"> ▪ Identify a dance form (canon, AB, ABA, rondo) and create a short study that clearly shows the intended structure. ▪ Create three contrasting dance phrases and arrange and rearrange to create multiple dance forms. ▪ Identify musical form within a minimum of two musical selections and create movement sections (ABA, canon, etc) depicting the musical form. 	<p>Compose short pieces in duple, triple, and mixed meters.</p> <ul style="list-style-type: none"> ▪ Compose a four-measure melody in duple or triple meter that forms the basis of a canon. ▪ Compose a four-measure rhythm pattern in mixed meter. 		<p>Develop skill in mixing paints and showing color relationships.</p> <ul style="list-style-type: none"> ▪ Define, identify and mix analogous colors and use them in paintings. ▪ Mix six or more tints and shades of a single pure color, be able to describe how the tints and shades were created and use them in a monochromatic painting. ▪ Define and identify complementary colors and use one chosen pair exclusively in a painting. ▪ Keep accurate notes in a sketchbook/journal on color theory.

2.5	<p>Demonstrate performance skill in the ability to interpret and communicate through dance.</p> <ul style="list-style-type: none"> ▪ Create and perform a short dance study with the purpose or intent of communicating, through effective gesture, expression and body movement, an idea or theme. ▪ Participate in discussion by receiving feedback and defending artistic choices. 	<p>Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.</p> <ul style="list-style-type: none"> ▪ Explore traditional and nontraditional tone colors used in instrumental music. ▪ Compose and arrange a simple eight-measure, two- or three-part composition for mixed instrument groupings, using traditional and nontraditional techniques. 		<p>Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.</p> <ul style="list-style-type: none"> ▪ Identify, compare and contrast realistic or representational art to fantasy or surrealism. ▪ Create drawings, paintings and sculptures in both representational and surrealistic style.
2.6	<p>Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).</p> <ul style="list-style-type: none"> ▪ Discuss preparation necessary for a dance presentation (rehearsal, performance space, costuming, makeup, publicity, technical aspects such as lighting and sound, etc.). ▪ Participate as a member of the cast or crew for a dance presentation demonstrating cooperation and shared responsibility. ▪ Participate in post-production critique individually and with others. 	<p>Improvise melodies and harmonic accompaniments.</p> <ul style="list-style-type: none"> ▪ Create a harmonic progression within a single tonal center and improvise melodic lines over the accompaniment. ▪ Improvise harmonic accompaniment based on notes from a blues chord progression. 		<p>Create an original work of art, using film, photography, computer graphics, or video.</p> <ul style="list-style-type: none"> ▪ Create at least one short film or video; traditional or digital photograph or computer generated work of art using available technology, emphasizing contrast or dominance as the theme. ▪ Compare and contrast traditional media (drawing materials, painting, clay, etc.) with electronic media, examining the actual media properties, techniques, process and the final product.
2.7	<p>Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p> <ul style="list-style-type: none"> ▪ Identify and describe the importance of stage placement (nine areas of the stage) power of stage areas, and impact of movement direction (diagonal, straight across, etc.). ▪ Create strong entrances and exits to maximize use of space, interest and variety within choreography. ▪ Create strong focal points and impact within choreography by using effective transitions of various sized groups of dancers (solo, duet, trio, small and 	<p>Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.</p> <ul style="list-style-type: none"> ▪ Create original melodic or rhythmic calls and responses in pentatonic. ▪ Embellish a familiar pentatonic folk melody through adding notes around the melody and/or changing rhythmic values to create a new personal rendition. 		<p>Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.</p> <ul style="list-style-type: none"> ▪ Discuss internal and external inspiration and how it relates to the creative process. ▪ Record personal inspirations in a sketchbook/journal. ▪ Create at least three works of two- or three-dimensional art, expressing a personal ideal, belief or emotion. ▪ Reflect on one's own series of works, identifying the elements of art, the use of balance, contrast, dominance and

	<ul style="list-style-type: none"> large groups). Create impact in choreography through effective staging: placement, formation changes, directionality, speed, and levels. 			<p>emphasis (principles of design) and note the changes or revisions made throughout the creative process including personal perceptions and feelings.</p>
3.0	Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Arts			
3.1	<p>Identify and perform dances from countries studied in the history social science curriculum.</p> <ul style="list-style-type: none"> Recognize the characteristics of dances from a variety of significant medieval and early modern cultures (African, Meso-American, Asian and European). Learn and perform three or more dances from medieval and early modern cultures for a formal or informal presentation. Recognize and perform Renaissance and liturgical dances. 	<p>Compare music from various cultures as to some of the functions music serves and the roles of musicians.</p> <ul style="list-style-type: none"> Identify, list, and discuss the function of music in the preservation, maintenance and furtherance of culture. Compare musician roles (e.g., function, presence, absence, etc.) in several cultures and discuss why differences and similarities may exist. 	<p>Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.</p> <ul style="list-style-type: none"> Create visual examples that depict design elements of theatre styles aligned to the 7th grade social studies curriculum. 	<p>Research and describe how art reflects cultural values in various traditions throughout the world.</p> <ul style="list-style-type: none"> Investigate two medieval or early modern cultures (Roman, Islamic, Chinese, Sub-Saharan, Japanese, European, Meso- American, and Andean), emphasizing how visual art reflects the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture.
3.2	<p>Explain the function of dance in daily life during specific time periods and in countries being studied in history – social science (e.g., North African, Middle Eastern, and Central American dance ceremonies, social events, traditional settings, and theatrical performances).</p> <ul style="list-style-type: none"> Research a particular dance from medieval and early modern eras and discuss what purpose the dance served in its culture. Compare and contrast the similarities and differences, and discuss the role of dance in daily life from two or more medieval and early-modern cultures. Explore reasons why dance may be restricted in certain cultures, religions, and time periods. 	<p>Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and South American).</p> <ul style="list-style-type: none"> Explore medieval and early modern African, Chinese, European, Islamic, Japanese, and South American (in the years A.D. 500-1789) instrumental music traditions through performing, discussing, listening, identifying, comparing, and describing. Investigate two medieval or early modern cultures (Roman, Islamic, Chinese, Sub-Saharan, Japanese, European, Meso-American, and Andean), emphasizing how music reflects the socioeconomic conditions, historic events, traditions, and the daily lives of the people in each culture. 	<p>Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell' arte.</p> <ul style="list-style-type: none"> Identify various theatre elements (stages, costumes, masks) and determine the origin (era and culture). Research the historical significance of theatre in Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell' arte and identify theatre elements of each. 	<p>Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.</p> <ul style="list-style-type: none"> Record similarities and differences in works of art from medieval and early modern cultures, and discuss how these works reflect religious or spiritual beliefs, social status, environmental conditions and available resources. Investigate the Renaissance as an artistic movement and discuss the reflection of historical events, intellectual growth, and societal conditions in works of art.

3.3	<p>Explain how dance functions among people of different age groups, including their own.</p> <ul style="list-style-type: none"> Research, conduct interviews, record observations, and use personal experience to document why people of various ages, life stages, and health do or do not dance. 	<p>Identify and describe distinguishing Characteristics of musical genres and styles from a variety of cultures.</p> <ul style="list-style-type: none"> Identify a variety of instrumental genres and styles, including folk, chamber, Western and non-Western instrumental ensembles (e.g., Andean pan flute, Balinese gamelan, etc.) and discuss what makes each unique, using the vocabulary of music. 		
3.4		<p>Perform music from diverse genres and cultures.</p> <ul style="list-style-type: none"> Perform instrumental ensemble literature based on folk music from different parts of the world. 		
3.5		<p>Identify instruments from a variety of cultures visually and aurally.</p> <ul style="list-style-type: none"> Identify instruments from medieval and early modern African, Chinese, European, Islamic, Japanese, and South American musical traditions through visual and aural examples. 		
3.6		<p>Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.</p> <ul style="list-style-type: none"> Create and use a rubric for evaluating music based on quality and the effective use of musical elements with emphasis on style, compare perceptions with peers, and defend personal opinions using the vocabulary of music. 		
4.0	<p>Aesthetic Value Responding to, Analyzing and Making Judgments About Works of Art</p>			
4.1	<p>Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).</p> <ul style="list-style-type: none"> Describe and analyze dances done in solo, duet, trio or small group form 	<p>Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <ul style="list-style-type: none"> Create rubrics for performance emphasizing blend, balance, 	<p>Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical production.</p> <ul style="list-style-type: none"> Create a rubric to use while viewing scenes or pictures from a variety of 	<p>Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.</p> <ul style="list-style-type: none"> Compare and contrast one's own expressive work of art with an expressive work created by a

	<p>using proper dance vocabulary: unity, variety, contrast, use of space, shape and pattern, smoothness of transition, effort, clearly defined beginning and ending, use of music and rhythm.</p> <ul style="list-style-type: none"> Write a review using appropriate dance language to defend your opinion about the level of effective use of dancers to show unity, variety and contrast within space and compare perceptions and opinions with peers in class. 	<p>intonation, articulation, rhythmic accuracy, dynamics and phrasing, and evaluate considering two or more criteria at a time.</p> <ul style="list-style-type: none"> Create rubrics for composition emphasizing dynamics and style. 	<p>world theatre to evaluate the effective use of design elements.</p> <ul style="list-style-type: none"> View and make judgments as to the effective use of design elements (masks, puppetry, etc.) of world theatre based on a rubric. 	<p>recognized artist using visual art vocabulary.</p> <ul style="list-style-type: none"> Discuss how elements of art, contrast, dominance and emphasis are used to represent personal beliefs, ideas, moods or themes in personal works of art.
4.2	<p>Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).</p> <ul style="list-style-type: none"> Create a rubric identifying specific criteria that makes a dance and/or dancer excellent: focus, expression and intention, use of space and effort, musicality, audience rapport, etc.). Evaluate three varieties of dance using a genre specific rubric (folk, musical theatre, ballroom, ballet, jazz, modern, etc.) 	<p>Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.</p> <ul style="list-style-type: none"> Create and use a performance rubric that evaluates effective communication of style and genre, emphasizing articulation, tone and rhythm in symphonic music, marches, popular music, jazz and blues. 	<p>Explain how cultural influences affect the content or meaning of works of theatre.</p> <ul style="list-style-type: none"> Discuss how a playwright is influenced by the cultural, social, and political climate. Identify a play that is influenced by culture and explain its significance. 	<p>Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.</p> <ul style="list-style-type: none"> Describe the size, medium, subject and elements used in works of art, analyze how the principles of design effect the theme, idea or emotion expressed and defend by referencing the work using visual art vocabulary.
4.3	<p>Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered).</p> <ul style="list-style-type: none"> Perform a dance sequence to live accompaniment (e.g., percussion) and recorded music. Personally reflect upon and discuss the difference. Investigate the importance for the dancer to have strong listening skills for adapting to changes in live or recorded music. Discuss problems that can arise in both live and recorded music (technology failure, variations in tempo, performer errors, etc.) 	<p>Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.</p> <ul style="list-style-type: none"> Compare the same music performed by two different instrumentalists or ensembles and discuss how each rendition is similar or different, using the vocabulary of music. 		<p>Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.</p> <ul style="list-style-type: none"> Develop a personal preference or opinion about the worth of selected works of art and discuss with peers. Demonstrate respect for others through active listening, appropriate participation and acceptance of other points of view when critiquing works of art. Discuss how reactions to works of art may be influenced by personal experiences.

4.4	<p>Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theatre in the round).</p> <ul style="list-style-type: none"> ▪ Discuss from the dancer's perspective, the performance experience in a variety of performance venues (small, intimate spaces vs. large auditorium; formal vs. informal; audience proximity and dancer energy; use of focus and dealing with distractions; dancing on a variety of dance surfaces; and live vs. taped musical accompaniment). ▪ Discuss from the audience's perspective, the differences in viewing dance performed in a variety of venues. 			<p>Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.</p> <ul style="list-style-type: none"> ▪ Create and use a rubric for critical examination of works of art, including detailed description of the elements of art, analysis of unity/harmony, balance, contrast, dominance and emphasis and interpretation of meaning or expressive intent.
4.5				<p>Identify what was done when a personal work of art was reworked and explain how those changes improved the work.</p> <ul style="list-style-type: none"> ▪ Analyze, revise and change or recreate an original work of art and discuss literal, expressive, and design qualities using art vocabulary.
<p>5.0 Connections, Relationships, Applications Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers</p>				
5.1	<p>Identify and use different sources to generate ideas for dance compositions (e.g. poetry, photographs, political/social issues).</p> <ul style="list-style-type: none"> ▪ Investigate internal (emotions, ideas, concepts) and external (poetry, literature, images) inspirations choreographers use to create dance. ▪ Create two or more movement studies based upon an internal and external source of inspiration. 	<p>Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</p> <ul style="list-style-type: none"> ▪ Discuss the following terms shared by the arts and other disciplines: dynamics, space, texture, pattern, color, contrast, mood, line, phrase, improvisation, articulation, balance, composition, form, genre, theme, and volume. 	<p>Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.</p> <ul style="list-style-type: none"> ▪ Explore the process of "page to stage" as it relates to production processes in other curricular areas. 	<p>Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.</p> <ul style="list-style-type: none"> ▪ Research art and music from Renaissance, Reformation, Scientific Revolution, Exploration, Age of Reason or Enlightenment and prepare a presentation using available technology.
5.2	<p>Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p> <ul style="list-style-type: none"> ▪ Discuss how developing a wider range of motion, movement skills and risk 	<p>Identify and describe how music functions in the media and entertainment industries.</p> <ul style="list-style-type: none"> ▪ Research, identify, and discuss the use of music in film, television, radio, stage, musical 	<p>Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.</p> <ul style="list-style-type: none"> ▪ Identify careers that require effective oral presentation skills. ▪ Demonstrate effective oral 	<p>Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.</p> <ul style="list-style-type: none"> ▪ Create representative drawings using charcoal, pen and ink, brush and ink, etc., depicting common scenes from

	<p>taking influences excellence and confidence.</p> <ul style="list-style-type: none"> ▪ Discuss how the rigor and discipline of training and rehearsal for long-range goals results in ability to delay gratification, take pride in accomplishments, and enjoy a strong body in lifelong activities. ▪ Discuss how group collaboration in dance fosters relationships, commitment, acceptance, and importance. 	<p>theater, concerts, and in advertising.</p> <ul style="list-style-type: none"> ▪ Discuss and write how music creates mood and purpose to support media and entertainment industries (e.g., listen to a commercial and identify what is being advertised and how music is used). ▪ Compare and contrast the use of live and recorded music in the media and entertainment industry. 	<p>presentation skills through the developed or improvised career related scenarios.</p>	<p>Asian, Pre-Colombian, African Sub-Saharan cultures or the European Renaissance era.</p>
5.3	<p>Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.</p> <ul style="list-style-type: none"> ▪ Determine how the skills of collaboration and cooperation are valuable in solving everyday problems (academic, personal, social, emotional). ▪ Evaluate how skills used in rehearsal and performance can be used in other academic areas (planning, memorization, leading/following, homework and study habits, etc.) 	<p>Identify various careers for musicians in the entertainment industry.</p> <ul style="list-style-type: none"> ▪ Research, identify and discuss the level of education or preparation, salary, time commitment, etc., for the following careers in music: singer, instrumentalist, recording engineer, composer/arranger, and conductor. ▪ Generate a list of music and music-related careers in the entertainment industry. 		<p>Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p> <ul style="list-style-type: none"> ▪ Examine the depiction of the human head and figure in two and three-dimensional ancient, medieval, and modern works of art. ▪ Identify, describe, compare and contrast the interpretation of two pieces of art from different time-periods that depict like object(s) or theme(s).
5.4	<p>Research and compare careers in dance and dance-related fields.</p> <ul style="list-style-type: none"> ▪ Generate a list of dance and dance-related careers. ▪ Investigate the level of education or preparation, salary, time commitment, professional affiliations, etc. of dance and dance-related careers and discuss with peers and compare results. 			<p>Identify professions in or related to the visual arts and some of the specific skills needed for those professions.</p> <ul style="list-style-type: none"> ▪ Identify and research direct and indirect visual art professions, including educational requirements and artistic skills necessary for success.