

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

**GRADE EIGHT**

<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 increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</b></p> <ul style="list-style-type: none"> <li>▪ Construct dramatic movement sequences applying complex rhythms, form, multiple formations, abstraction, and emotional impact.</li> <li>▪ Explore the importance of stage placement and movement for choreographic meaning and intent.</li> <li>▪ Explore the meaning of abstraction as it relates to axial and locomotor movement.</li> </ul>	<p><b>Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.</b></p> <ul style="list-style-type: none"> <li>▪ Read, write and play the following intervals in C major: augmented 4th and diminished 5th (tri-tone).</li> <li>▪ Write and play chord tones to create the following harmonic progressions in C minor: i-iv-V7-i and i-VI-iv-V7-i.</li> <li>▪ Identify deceptive cadences in major (V7-vi) and V7-I cadences in minor (use of picarde 3rd) in aural and visual examples.</li> </ul>	<p><b>Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li>▪ Describe the relationship between the key members of an ensemble in creating a theatrical production: lead actor, supporting actor, director, and chorus.</li> <li>▪ Describe different types of architectural theatre and stages and their historical relevance and usage: proscenium, thrust, and arena (theatre in the round).</li> </ul>	<p><b>Use artistic terms when describing the intent and content of works of art.</b></p> <ul style="list-style-type: none"> <li>▪ Describe the elements of art and analyze the principles of design in various works of art created by the student and others.</li> <li>▪ Discuss use of symbols and historical/social context of works of art to make meaning.</li> </ul>
<b>1.2</b>	<p><b>Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</b></p> <ul style="list-style-type: none"> <li>▪ Maintain balance while changing center of gravity and body energy in a variety of axial and locomotor movement phrases.</li> <li>▪ Change the emotional impact of a movement sequence through manipulating body energy.</li> <li>▪ Discuss how the use of tension gives rise to different styles within a basic movement sequence.</li> </ul>	<p><b>Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.</b></p> <ul style="list-style-type: none"> <li>▪ Read, write and perform full-octave Bb major and g minor scales on strings, or G and Ab major scales and e and f minor scales on winds or percussion.</li> <li>▪ Perform full-octave chromatic scales in each key studied.</li> <li>▪ Analyze and play sixteenth rhythmic patterns in compound meter.</li> <li>▪ Analyze and play eighth, dotted-quarter, and sixteenth rhythmic patterns in 3/8, 5/8, 7/8, 9/8, and 12/8.</li> <li>▪ Conduct simple, compound, and mixed meter examples.</li> <li>▪ Recognize and use Italian terms</li> </ul>	<p><b>Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.</b></p> <ul style="list-style-type: none"> <li>▪ Create a set rendering based upon recurring themes and symbols (e.g., love, religion, and power).</li> <li>▪ Extract clues from the play to make choices about where scenes take place, what characters might wear, the time period, and what the characters might do in the scene.</li> </ul>	<p><b>Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.</b></p> <ul style="list-style-type: none"> <li>▪ Defend purposeful choice of media, theme, genre, style, elements of art and principles of design used in the creation of the student's own works of art and explain the intended message, mood or feeling the viewer is expected to understand.</li> </ul>

		related to tempo (e.g., piu mosso, meno mosso, and accelerando).		
<b>1.3</b>	<p><b>Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate elements of proper body placement of the feet, knees, hips, stomach, ribs, chest, shoulders, and head (alignment).</li> <li>▪ Perform complex dance studies with endurance, power, and expression, while maintaining proper posture, carriage, and alignment through repetition and practice.</li> </ul>	<p><b>Transcribe aural examples into rhythmic and melodic notation.</b></p> <ul style="list-style-type: none"> <li>▪ Transcribe combinations of rhythmic patterns, including eighth- and quarter-note triplets, in duple and triple meter for eight measures, with retention at eight beats at a time.</li> <li>▪ Transcribe simple melodies constructed from the following intervals: m2, M2, m3, M3, P4, P5, and P8.</li> </ul>	<p><b>Analyze the use of figurative language and imagery in dramatic texts.</b></p> <ul style="list-style-type: none"> <li>▪ Identify metaphors and analogies in the dialogue of a scene/play and discuss how that might be portrayed.</li> <li>▪ Analyze a script and identify literal and implied meaning to determine the playwright's intent.</li> </ul>	<p><b>Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.</b></p> <ul style="list-style-type: none"> <li>▪ Identify, describe the elements of art, and analyze the principles of design in relationship to intent found in various electronic media products.</li> <li>▪ Discuss how new media effects how art is seen and perceived.</li> </ul>
<b>1.4</b>	<p><b>Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.</b></p> <ul style="list-style-type: none"> <li>▪ Describe gestures and movements seen in a professional dance performance and interpret their meaning using dance vocabulary.</li> <li>▪ Manipulate a single gesture to mean four different things.</li> </ul>	<p><b>Sight-read accurately and expressively (level of difficulty: 2; scale: 1-6).</b></p> <ul style="list-style-type: none"> <li>▪ Sight-read alone and in an ensemble, songs with changes in tempo, key, and meter in appropriate ranges (Publisher-graded scale: 2) with correct pitch, rhythm, dynamics, phrasing and style.</li> </ul>		
<b>1.5</b>	<p><b>Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</b></p> <ul style="list-style-type: none"> <li>▪ Using dance vocabulary, describe how a dancer uses their body to express artistic intent.</li> <li>▪ Using dance vocabulary, describe how the choreographer uses stage placement and movement pattern to express artistic intent.</li> </ul>	<p><b>Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and discuss harmony that is consonant and dissonant.</li> <li>▪ Listen and identify tonic, subdominant, and dominant chords and chord changes in the twelve bar blues.</li> <li>▪ Compare similarities and differences in music of different geographic regions of the United States, emphasizing chords and harmonic progressions</li> </ul>		

1.6		<p><b>Describe larger musical forms (e.g., symphony, tone poem).</b></p> <ul style="list-style-type: none"> <li>Identify and discuss symphony, tone poem, and programmatic music.</li> <li>Discuss and distinguish between concrete and programmatic music.</li> </ul>		
1.7		<p><b>Explain how musical elements are used to create specific music events in given aural examples.</b></p> <ul style="list-style-type: none"> <li>Listen for musical cues that create pictures and feelings and identify tempo markings and dynamic terms that effect mood in music.</li> </ul>		
2.0	<p><b>Creative Expression</b> Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>			
2.1	<p><b>Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</b></p> <ul style="list-style-type: none"> <li>Create dance studies with emotional impact and intent through the use of dance elements and manipulation of body movement and energy while maintaining proper alignment.</li> <li>Teach dance combinations to peers and perform in partners and/or various sized groups, demonstrating increased endurance, power, expression, body alignment and control.</li> </ul>	<p><b>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).</b> <i>Not applicable</i></p>	<p><b>Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.</b></p> <ul style="list-style-type: none"> <li>Demonstrate how a story and a character changes through creating multiple scenarios in a variety of theatre styles, not limited to melodrama, vaudeville, and musical theatre.</li> </ul>	<p><b>Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).</b></p> <ul style="list-style-type: none"> <li>Create a multi-step two-dimensional work of art using linoleum block printing technique, computer-generated graphic design or silkscreen printing process.</li> </ul>
2.2	<p><b>Expand and refine a personal repertoire of dance movement vocabulary.</b></p> <ul style="list-style-type: none"> <li>Record progress, goals, and ideas in dance and write reflections on personal growth through journaling.</li> <li>Describe, analyze, and interpret works of dance using dance vocabulary.</li> </ul>	<p><b>Sing music written in two, three, or four parts.</b></p> <ul style="list-style-type: none"> <li>Sing chord tones with others to create the following harmonic progressions in c minor: i-iv- V7-i and i-VI-iv-V7-i.</li> </ul>	<p><b>Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</b></p> <ul style="list-style-type: none"> <li>Perform short improvised scenes using stock characters and situations or scripts.</li> <li>Perform an original one-minute pantomime.</li> <li>Deepen meaning by creating a variety of characters through changing the</li> </ul>	<p><b>Design and create maquettes for three-dimensional sculptures.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of size relationships and scale using ratio and proportion.</li> <li>Draw schematics then build small-scale models (maquettes) using wood, paper, papier-mâché, or other sculptural materials.</li> </ul>

			intensity of voice and movement.	
<b>2.3</b>	<p><b>Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</b></p> <ul style="list-style-type: none"> <li>Analyze and interpret the elements of a musical composition: rhythm (syncopated or steady), harmony (consonance, dissonance, and resolution), melody (solo, ensemble, melodic direction, counter melody), texture (instrumentation) and form (rondo, canon, ABA, etc.).</li> <li>Explore how musical elements are transformed or expressed through dance studies (improvised and planned).</li> <li>Plan choreography by interpreting music and creating movement phrases to express the musical selection.</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: 3; scale: 1-6).</b></p> <ul style="list-style-type: none"> <li>Perform instrumental literature with moderately difficult technical demands, compound and mixed meters, expanded ranges and expressive techniques (Publisher-graded scale: 2.5 to 3), with accurate interpretation and nuance.</li> </ul>		<p><b>Create an original work of art, using film, photography, computer graphics, or video.</b></p> <ul style="list-style-type: none"> <li>Create an original work of art using available technology and purposefully manipulate the elements of art and principles of design to provide an alternative way of seeing an object.</li> </ul>
<b>2.4</b>	<p><b>Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of dance mapping and its function to the choreographic process.</li> <li>Create a basic notation method (written language or drawn symbols) to record and map choreography: steps, group formations, personal space, entrance and exits, facial and body expression, etc.</li> </ul>	<p><b>Compose short pieces in duple, triple, mixed, and compound meters.</b></p> <ul style="list-style-type: none"> <li>Compose an eight-measure melody in a major key in duple meter that expresses a specific emotion or mood.</li> <li>Compose and perform a 16-measure rhythm composition in mixed and compound meter.</li> </ul>		<p><b>Design and create an expressive figurative sculpture.</b></p> <ul style="list-style-type: none"> <li>Create an original sculpture that communicates an emotion or strongly held ideal using the human figure as the primary shape.</li> </ul>
<b>2.5</b>	<p><b>Demonstrate performance skill in the ability to project energy and express ideas through dance.</b></p> <ul style="list-style-type: none"> <li>Perform choreography with appropriate power and control to convey artistic intent, using personal endurance, expression, and proper alignment.</li> <li>Incorporate feedback from the rehearsal process and revise</li> </ul>	<p><b>Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media.</b></p> <ul style="list-style-type: none"> <li>Create an instrumental arrangement of an American folk song, using available</li> </ul>		<p><b>Select a medium to use to communicate a theme in a series of works of art.</b></p> <ul style="list-style-type: none"> <li>Create a series of at least six works of art using a single medium (e.g., paint, clay, pencil, etc.) illustrating the same object or group of objects from different angles, distances, and lighting.</li> </ul>

	personal performance for stronger intent.	technology, and perform with appropriate expression to convey the original intent of its text.		
<b>2.6</b>	<p><b>Demonstrate the use of personal images as motivation for individual and group dance performances.</b></p> <ul style="list-style-type: none"> <li>Generate a collection of internal (e.g., emotions and feelings, ideas, personal experiences, etc.) and external (e.g., poem, picture, concept, historical or current event, story, musical selection, etc.) sources of inspiration and document in personal journal.</li> <li>Create a dance study based upon one source of inspiration, perform for peers and receive feedback regarding clarity of intent, emotional impact, and expressive quality.</li> </ul>	<p><b>Improvise melodic and rhythmic embellishments and variations in major keys.</b></p> <ul style="list-style-type: none"> <li>Embellish a familiar song in a major key through adding notes around the melody and/or changing rhythmic values to create a new personal rendition.</li> </ul>		<p><b>Design and create both additive and subtractive sculptures.</b></p> <ul style="list-style-type: none"> <li>Plan a sculpture that joins of a series of parts to create a whole (additive) in a sketchbook then use appropriate materials (e.g., clay, papier-mâché, assemblage, etc.) to build the three-dimensional piece emphasizing balance, dominance, and unity.</li> <li>Plan a sculpture that removes material from a whole (subtractive) in a sketchbook then use appropriate media (e.g., wood, plaster block, etc.) to create the three-dimensional structure emphasizing contrast, rhythm and movement.</li> </ul>
<b>2.7</b>	<p><b>Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.</b></p> <ul style="list-style-type: none"> <li>Apply the nine positions of the stage to the dancer and to choreography and identify the power of each position.</li> <li>Apply movement direction in dance sequences to create power (e.g., diagonal movement from up to down stage, center to down stage, movement to upstage corner, curves vs. straight pathways).</li> <li>Show collaborative effort by creating and performing a variety of patterns and formations to demonstrate meaning and power in solo, duet, trio, small and large group work.</li> </ul>	<p><b>Improvise short melodies to be performed with and without accompaniment.</b></p> <ul style="list-style-type: none"> <li>Improvise melodic and rhythmic variations on American folk tunes.</li> <li>Create new melodies for traditional American folk tunes by improvising over the original chord progression.</li> </ul>		<p><b>Design a work of public art appropriate to and reflecting a location.</b></p> <ul style="list-style-type: none"> <li>Define the function of public art.</li> <li>Develop a series of sketches of a proposed public work of art, illustrating different angles and points of view, including surrounding features of the proposed site.</li> </ul>
<b>3.0</b>	<p><b>Historical and Cultural Context</b> Understanding the Historical Contributions and Cultural Dimensions of the Arts</p>			

3.1	<p><b>Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.</b></p> <ul style="list-style-type: none"> <li>Describe how traditional folk and peasant dancing transformed and evolved into 20th century social dance.</li> <li>Research and discuss how historical events in American history changed the role of dance and how dance influenced American society.</li> </ul>	<p><b>Compare and contrast the functions music serves and the place of musicians in society in various cultures.</b></p> <ul style="list-style-type: none"> <li>Identify, list, and compare the function of art music and folk music in different cultures.</li> </ul>	<p><b>Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).</b></p> <ul style="list-style-type: none"> <li>Identify theatrical traditions brought from early immigrant groups (e.g., 1830, 1850, &amp; 1880) and their influence on American Society.</li> <li>Explain the relationship of the Western Expansion and slavery on the development of popular historical theatre styles (melodrama, vaudeville, and minstrel shows).</li> </ul>	<p><b>Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.</b></p> <ul style="list-style-type: none"> <li>Research and describe, using visual art vocabulary, American works of art created specifically as political or social commentary from the Civil War Era, the Industrial Revolution and the Twentieth Century and the relationship between democratic principles and artistic expression.</li> <li>Discuss the effects of political and social commentary through art, the reactions of the public at the time the works were created and how history has treated the issue(s) and the work(s) of art.</li> </ul>
3.2	<p><b>Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).</b></p> <ul style="list-style-type: none"> <li>Discuss different dance styles of early immigrants to the United States in relation to socioeconomic factors, and their contribution and impact on the development of dance in America.</li> <li>Discuss the relationships, preferences, and stereotypes for dance style in relation to economic factors.</li> </ul>	<p><b>Identify and explain the influences of various cultures on music in early United States history.</b></p> <ul style="list-style-type: none"> <li>Explore instrumental music traditions of the United States from the American Revolution to 1900.</li> <li>Investigate musical influences of the nation building period, western expansion, Manifest Destiny, immigration, suffrage, and the rise of the elite class in the United States.</li> </ul>	<p><b>Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).</b></p> <ul style="list-style-type: none"> <li>Discuss the changes electricity brought to the theatre (e.g., sewing machine, lighting, microphone, sound and recording devices).</li> <li>Discuss the importance of multimedia and the use of computers in theatre.</li> <li>Create sound effects the traditional way vs. using CD's or downloading sound effects off the Internet.</li> </ul>	<p><b>Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.</b></p> <ul style="list-style-type: none"> <li>Identify Western and non-Western cultures and characteristics found in their works of art.</li> <li>Examine, describe and analyze function, style, and meaning of one Western and one non-Western work of art, from different periods of time.</li> </ul>
3.3	<p><b>Describe the roles of males and females in dance in the United States during various time periods.</b></p> <ul style="list-style-type: none"> <li>Examine dances from the American colonial period through the present and discuss how male/female relationships are depicted and how they have changed over time.</li> <li>Discuss the relationships, preferences and stereotypes among and between cultures in the United</li> </ul>	<p><b>Explain how music has reflected social functions and changing ideas and values.</b></p> <ul style="list-style-type: none"> <li>Research music from regions of the United States and how it reflects the social values and experiences of immigrant populations.</li> <li>Discuss social activism demonstrated through music with an historic perspective</li> </ul>		<p><b>Identify major works of art created by women and describe the impact of those works on society at that time.</b></p> <ul style="list-style-type: none"> <li>Identify women artists and their works from Colonial America, Civil War, Industrial Revolution and Twentieth Century Eras.</li> <li>Research the life of a woman artist, note accomplishments achieved during her lifetime and find examples while noting the impact of her work.</li> </ul>

	States as they relate to the role of gender in dance.	(e.g., coded slave songs, suffrage, protest songs, etc.).		
<b>3.4</b>		<p><b>Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.</b></p> <ul style="list-style-type: none"> <li>Compare musical characteristics of Western and non-Western styles of music and discuss how similarities and differences developed.</li> </ul>		<p><b>Discuss the contributions of various immigrant cultures on the art of a particular society.</b></p> <ul style="list-style-type: none"> <li>Describe artwork unique to a chosen culture that immigrated to America.</li> <li>Identify and describe designs and artistic traditions brought by immigrants that are currently reflected in American society.</li> </ul>
<b>3.5</b>		<p><b>Perform music from diverse genres, cultures, and time periods.</b></p> <ul style="list-style-type: none"> <li>Perform music from different regions and eras of the United States with appropriate style, phrasing, tone, and performance practice.</li> </ul>		
<b>3.6</b>		<p><b>Classify exemplary musical works by style, genre, and historical period and explain why each work is considered 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 with emphasis on style and interpretation, compare perceptions with peers, and write a critical review defending opinion using appropriate music vocabulary.</li> </ul>		
<b>4.0</b>	<b>Aesthetic Value</b> Responding to, Analyzing and Making Judgments About Works of Art			
<b>4.1</b>	<p><b>Identify preferences for choreography and discuss those preferences, using the elements of dance.</b></p> <ul style="list-style-type: none"> <li>View and/or experience through</li> </ul>	<p><b>Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal</b></p>	<p><b>Develop criteria and write a formal review of a theatrical production.</b></p> <ul style="list-style-type: none"> <li>Identify the criteria used by a critic in a review from the local newspaper and defend why or why not you would</li> </ul>	<p><b>Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.</b></p> <ul style="list-style-type: none"> <li>Compare and contrast one's own</li> </ul>

	<p>performance, a variety of dance styles and lengths, and defend personal preference emphasizing musical accompaniment, amount of force and control required, and artistic intent.</p> <ul style="list-style-type: none"> <li>Compare preferences with peers and discuss any differences or similarities using dance language.</li> </ul>	<p><b>listening and performing.</b></p> <ul style="list-style-type: none"> <li>Create rubrics and apply criteria to evaluate personal musical performances emphasizing style, phrasing, interpretation, tone, articulation, rhythmic accuracy, dynamics, phrasing, posture and stage presence, considering three or more criteria at a time.</li> <li>Create rubrics for composition emphasizing harmony, timbre, and instrumentation.</li> </ul>	<p>attend the production.</p> <ul style="list-style-type: none"> <li>Write a persuasive essay to convince someone to attend or not attend the theatrical production after viewing a videotaped or live production.</li> </ul>	<p>viewpoint of works of art from other cultures before and after researching artists' intent or cultural context.</p> <ul style="list-style-type: none"> <li>Describe how personal and educational experiences, and cultural background enhance or limit appreciation and understanding of works of art.</li> </ul>
4.2	<p><b>Explain the advantages and Disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).</b></p> <ul style="list-style-type: none"> <li>Discuss how technology can enhance or detract from dance.</li> <li>Discuss the impact a live orchestra vs. recorded or computer generated music has on dance.</li> <li>Explore the advantages and disadvantages of creating choreography via computer assisted and generated programs.</li> <li>Discuss the significance of recording a dance as notation and issues related to the copyright process.</li> <li>Explore and discuss performance strategies when technology fails.</li> </ul>	<p><b>Apply detailed criteria appropriate for the genre and style for the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.</b></p> <ul style="list-style-type: none"> <li>Create and use a performance rubric that evaluates effective communication of style and genre, emphasizing dynamics, phrasing, and level of difficulty.</li> </ul>	<p><b>Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.</b></p> <ul style="list-style-type: none"> <li>Discuss the similar components of plot development (e.g., exposition, rising action, crisis/climax, and resolution) from plays read or viewed from a variety cultures and time periods.</li> <li>Discuss the similarities and differences of theatrical in the use of mask in different cultures and their significance to the plot.</li> <li>Discuss how the universal themes of love, religion, and power are similar or different from plays read or viewed plays from a variety cultures and time periods.</li> </ul>	<p><b>Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.</b></p> <ul style="list-style-type: none"> <li>Make meaning through analyzing and examining a series of three or more works created by a single artist, including media availability, artistic trends, and biographical, social, political, and historical research</li> </ul>
4.3	<p><b>Describe and analyze how differences in costumes, lighting, props, and venues, can enhance or detract from the meaning of a dance.</b></p> <ul style="list-style-type: none"> <li>Discuss the impact costumes and props have on the dancer's ability to move.</li> <li>Compare and contrast what effects changing the lighting and venue have on a dance.</li> </ul>	<p><b>Explain how and why people use and respond to specific music from different musical cultures found in the United States.</b></p> <ul style="list-style-type: none"> <li>Identify and list musical cultures and styles from the different areas of the United States (e.g., Appalachian folk music, Nashville country, Southwest Indian, New Orleans jazz, etc.).</li> <li>Discuss the role of diverse</li> </ul>		<p><b>Construct an interpretation of a work of art based on the form and content of the work.</b></p> <ul style="list-style-type: none"> <li>Describe and analyze the organization of the elements, interpret the meaning or mood, examine the credit line and evaluate the artistic merits of works of art.</li> </ul>

		<p>musical influences in the formation of an American national identity and how music was and is used for work, entertainment, celebration, praise, healing, courting, storytelling, dancing, etc.</p> <ul style="list-style-type: none"> <li>Describe how personal and educational experiences and cultural background enhance or limit appreciation and understanding of different styles of music.</li> </ul>		
4.4		<p><b>Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.</b></p> <ul style="list-style-type: none"> <li>Compare and contrast songs from two musical cultures represented within the United States and discuss how the use of different musical elements are manipulated to evoke feeling and mood.</li> <li>Discover universal musical techniques used by composers and performers from different cultures to elicit emotional responses.</li> </ul>		<p><b>Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.</b></p> <ul style="list-style-type: none"> <li>Develop a rubric to critique works of art including detailed description of the elements of art, media used, analysis of the principles of design, interpretation of intent or meaning and evaluation of artistic merit.</li> </ul>
4.5				<p><b>Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classrooms setting.</b></p> <ul style="list-style-type: none"> <li>Using established criteria, write, present and defend a personal assessment of a work of art by a recognized artist by referencing the work directly.</li> <li>Respond to peer analysis by asking appropriate questions and respectful sharing of differences.</li> </ul>

4.6				<p><b>Select a grouping of students' own works of art that reflects growth over time and describe the progression.</b></p> <ul style="list-style-type: none"> <li>Describe and analyze how a series of at least five original works reflect personal growth through the understanding of media and techniques, and the ability to manipulate elements and principles.</li> </ul>
5.0	<p><b>Connections, Relationships, Applications</b> Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers</p>			
5.1	<p><b>Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, research, practicing).</b></p> <ul style="list-style-type: none"> <li>Compare planning and performing choreography to preparing and presenting a classroom project.</li> <li>Discuss how developing and keeping a rehearsal schedule, commitments, and meeting deadlines help with managing time for other activities.</li> <li>Explore how developing self-discipline and self-monitoring of progress in dance is beneficial across the curriculum and in life.</li> </ul>	<p><b>Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</b></p> <ul style="list-style-type: none"> <li>Investigate ways in which artists use similar sources of inspiration to create a unique work of art as a form of expression (e.g., nature, joy, tragic event, literature, setting, personal experience, etc.).</li> </ul>	<p><b>Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.</b></p> <ul style="list-style-type: none"> <li>Explore the concept of the theatrical ensemble in relation to other subject areas and to other work environments.</li> <li>Deepen meaning in other subject areas through the use of theatrical techniques.</li> </ul>	<p><b>Select a favorite artist and some of his/her works of art and create a music video that expresses personal ideas and views about the artist.</b></p> <ul style="list-style-type: none"> <li>Write a biographical sketch about a chosen artist that describes selected works and gives reasons why the artist is considered significant.</li> <li>Create a media presentation using appropriate music and visuals that express the student's opinion and interpretation of a favorite artist and their works.</li> </ul>
5.2	<p><b>Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).</b></p> <ul style="list-style-type: none"> <li>Discuss how knowing one's body and its limitations is important to maintaining good health and preventing injury.</li> <li>Discuss how the expressiveness of dance can further mental and emotional well-being through relaxation and breathing techniques, focus and concentration, and personal accomplishments that lead</li> </ul>	<p><b>Describe how music is composed and adapted for use in film, video, radio, and television.</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the following processes used in composing music for the media: visual cues direct the music in film composition; musical cues often direct the visuals in video and television; auditory cues direct the music and sound effects for radio.</li> <li>Determine the appropriate music to support a commercial, film clip, or radio spot and explain</li> </ul>	<p><b>Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.</b></p> <ul style="list-style-type: none"> <li>Research, job shadow or read theatrical publications (e.g., Hollywood reporter, daily variety or American theatre magazine).</li> <li>Record observations and participate in class discussions about job requirements and preparation after listening to a guest speaker from a communications and/or arts related</li> </ul>	<p><b>Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.</b></p> <ul style="list-style-type: none"> <li>Research and discuss current social or political events and how they are depicted in contemporary visual art compositions (e.g., satirical drawing or editorial cartoons).</li> <li>Read two or more articles concerning a chosen event or issue, and draw a series of at least four sketches illustrating one's own point of view.</li> <li>Choose one sketch from a series and recreate it as a completed satirical</li> </ul>

	to strong self-image and esteem.	how the music enhances its effect.	field. <ul style="list-style-type: none"> <li>▪ Demonstrate effective oral presentation skills by reporting on a famous person in the arts or communication field.</li> </ul>	drawing, painting or political cartoon.
<b>5.3</b>	<p><b>Research and explain how dancers leave their performing careers to enter into alternative careers.</b></p> <ul style="list-style-type: none"> <li>▪ Research or interview a former dancer who assumed an alternative career. List the reasons why the dancer chose to leave his/her field.</li> <li>▪ Discuss how ordinary life changes and growth (e.g., starting a family, injury, relocation, age, finances, etc.) inspire dancers to make career-changing decisions, while continuing to value and practice their art.</li> </ul>	<p><b>Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.</b></p> <ul style="list-style-type: none"> <li>▪ Identify what a composer, arranger, performer, recording engineer, and producer do to compose and adapt music for media.</li> <li>▪ Explore the following musical and non-musical skills used by media composers: music theory, piano and keyboard, music technology (ability to use audio, video and editing equipment), collaboration and networking, business and time management, ability to decode visual cues and meaning of text, etc.</li> </ul>		<p><b>Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and describe examples of visual techniques (e.g., camera angle, color, pattern, etc.) used to influence viewers in graphic or electronic communication (e.g., websites, billboards, commercials, posters, etc.) using visual art vocabulary.</li> <li>▪ Compare and contrast graphic and electronic communications focusing on the elements and principles of art and how they affect the intent and interpretation.</li> </ul>
<b>5.4</b>				<p><b>Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and utilize community artists' expertise in the development of works of art as individuals or in a group.</li> <li>▪ Interview a working artist about education, training, experience, skill, media preference, and creative process and write a summary.</li> </ul>