

# Dance

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

### Development of Motor Skills and Technical Expertise

- 1.1 Demonstrate mental concentration and physical control in performing dance skills.
- 1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

### Comprehension and Analysis of Dance Elements

- 1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).
- 1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.

### Development of Dance Vocabulary

- 1.5 Describe a specific movement, using appropriate dance vocabulary.
- 1.6 Identify, define, and use phrasing in dances learned or observed.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

### **Creation/Invention of Dance Movements**

- 2.1 Create, develop, and memorize set movement patterns and sequences.
- 2.2 Improvise extended movement phrases.

### **Application of Choreographic Principles and Processes to Creating Dance**

- 2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.
- 2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.

### **Communication of Meaning in Dance**

- 2.5 Convey a range of feelings through shape/postures and movements when performing for peers.
- 2.6 Perform improvised movement and dance studies with focus and expression.

### **Development of Partner and Group Skills**

- 2.7 Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

### **Development of Dance**

- 3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).
- 3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.

### **History and Function of Dance**

- 3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).

### **Diversity of Dance**

- 3.4 Perform and identify folk/traditional and social dances from California history.

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

### **Description, Analysis, and Criticism of Dance**

- 4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).
- 4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).

### **Meaning and Impact of Dance**

- 4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).
- 4.4 List the expectations the audience has for a performer and vice versa.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

### **Connections and Applications Across Disciplines**

- 5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).
- 5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.
- 5.3 Demonstrate a recognition of personal space and respect for the personal space of others.

### **Development of Life Skills and Career Competencies**

- 5.4 Analyze the choreographic process and its relation to the writing process (e.g., brain-storming, exploring and developing ideas, putting ideas into a form, sequencing).

# Music

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

### Read and Notate Music

- 1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.
- 1.2 Read, write, and perform diatonic scales.
- 1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

### Listen to, Analyze, and Describe Music

- 1.4 Describe music according to its elements, using the terminology of music.
- 1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).
- 1.6 Recognize and describe aural examples of musical forms, including rondo.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

### Apply Vocal and Instrumental Skills

- 2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.

## California Visual and Performing Arts Standards – Grade Four - Music

- 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.

### **Compose, Arrange, and Improvise**

- 2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

### **Role of Music**

- 3.1 Explain the relationship between music and events in history.

### **Diversity of Music**

- 3.2 Identify music from diverse cultures and time periods.
- 3.3 Sing and play music from diverse cultures and time periods.
- 3.4 Compare musical styles from two or more cultures.
- 3.5 Recognize the influence of various cultures on music in California.

## 4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

### **Analyze and Critically Assess**

- 4.1 Use specific criteria when judging the relative quality of musical performances.

### **Derive Meaning**

- 4.2 Describe the characteristics that make a performance a work of art.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

### **Connections and Applications**

- 5.1 Identify and interpret expressive characteristics in works of art and music.
- 5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.
- 5.3 Relate dance movements to express musical elements or represent musical intent in specific music.

### **Careers and Career-Related Skills**

- 5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

# Theatre

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

### Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.

### Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify a character's objectives and motivations to explain that character's behavior.
- 1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. Examples: I want you to go. I want you to go. I want you to go.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

### Development of Theatrical Skills

- 2.1 Demonstrate the emotional traits of a character through gesture and action.



### **Creation/Invention in Theatre**

- 2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).
- 2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

### **Role and Cultural Significance of Theatre**

- 3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.

### **History of Theatre**

- 3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

### **Critical Assessment of Theatre**

- 4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.
- 4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.

### **Derivation of Meaning from Works of Theatre**

- 4.3 Describe students responses to a work of theatre and explain what the scriptwriter did to elicit those responses.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

### **Connections and Applications**

- 5.1 Dramatize events in California history.
- 5.2 Use improvisation and dramatization to explore concepts in other content areas.

### **Careers and Career-Related Skills**

- 5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.

# Visual Arts

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe contrast and emphasis in works of art and in the environment.
- 1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
- 1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
- 1.4 Describe the concept of proportion (in face, figure) as used in works of art.

### Analyze Art Elements and Principles of Design

- 1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

### Skills, Processes, Materials, and Tools

- 2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).
- 2.2 Use the conventions of facial and figure proportions in a figure study.

- 2.3 Use additive and subtractive processes in making simple sculptural forms.
- 2.4 Use fibers or other materials to create a simple weaving.

### **Communication and Expression Through Original Works of Art**

- 2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.
- 2.6 Use the interaction between positive and negative space expressively in a work of art.
- 2.7 Use contrast (light and dark) expressively in an original work of art.
- 2.8 Use complementary colors in an original composition to show contrast and emphasis.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### **Role and Development of the Visual Arts**

- 3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).

#### **Diversity of the Visual Arts**

- 3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
- 3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

## 4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

### Derive Meaning

- 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
- 4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
- 4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

### Make Informed Judgments

- 4.4 Identify and describe how various cultures define and value art differently.
- 4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

### Connections and Applications

- 5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.

## California Visual and Performing Arts Standards – Grade Four – Visual Arts

- 5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.

### **Visual Literacy**

- 5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

### **Careers and Career-Related Skills**

- 5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.