

OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
FINE ARTS CHECKLIST: DANCE  
~GRADE 10~

**Historical, Cultural and Social Contexts**—  
Students understand dance forms and styles from a diverse range of cultural environments of past and present society. They know the contributions of significant choreographers, dancers and dance organizations to dance heritage. Students analyze the philosophical beliefs, social systems and movement norms that influence the function and role of dance in the lives of people.

*Benchmark A: Synthesize contextual information about culturally representative dances to understand and explain their development.*

- \_\_\_ 1. Use examples to explain the influences of culture and historical events on the work of dance artists (e.g., dancers, choreographers and producers).

*Benchmark B: Explain how dance is a meaningful expression of culture.*

- \_\_\_ 2. Explain the relationship between form and meaning in selected American dances using visual details from the works.  
\_\_\_ 3. Trace the origin and development of American dance styles and explain what each style reveals about American culture.

*Benchmark C: Explain ways in which works of dance relate to the themes and issues of their historical, cultural and social contexts.*

- \_\_\_ 4. Research the contributions of significant choreographers of the 19th, 20th and 21st centuries and identify how their works are representative of the time period and culture.

**Creative Expression and Communication**—  
Students create, interpret and perform dances

to demonstrate understanding of choreographic principles, processes and structures. They understand how to use dance and movement to express ideas and to make meaning of their world.

*Benchmark A: Demonstrate alignment, articulation, strength, flexibility, agility, coordination and focus while dancing.*

- \_\_\_ 1. Compose a large ensemble study that explores a variety of spatial forms and groupings.

*Benchmark B: As a soloist or with an ensemble, perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways and forms).*

- \_\_\_ 2. Memorize and perform complex movement sequences with technical awareness, focus and greater risk taking.  
\_\_\_ 3. Perform works requiring greater movement range, expression and risk taking.  
\_\_\_ 4. Perform movement sequences from memory in more than one dance style.

*Benchmark C: Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.*

- \_\_\_ 5. Create a dance study that demonstrates the differences between abstract and literal movements.

*Benchmark D: Review, revise and refine an original dance with attention to the full production value.*

- \_\_\_ 6. Notate selected dance studies using established systems (e.g., Laban, motif writing and video recording).  
\_\_\_ 7. Review, revise and refine an original dance with attention to internal phrasing and the overall structure of the work.

**Analyzing and Responding**—Students express orally and in writing their interpretations and evaluations of dances they observe and perform.

They understand and use the vocabulary of art criticism to discuss their responses to a variety of dance forms and styles.

*Benchmark A: Synthesize knowledge of all aspects of a dance performance (e.g., dance elements, choreography, performance skills, staging, theatrical elements and sound) to interpret and evaluate dances.*

- \_\_\_ 1. Use art criticism vocabulary to analyze the form, meaning and effectiveness of selected dance styles.

*Benchmark B: Analyze and interpret recognized works of dance by a variety of choreographers.*

- \_\_\_ 2. Discuss how dances reflect the heritage, traditions and beliefs of the choreographer.

*Benchmark C: Use established criteria to assess the effectiveness of dance and theatrical elements in communicating meaning.*

- \_\_\_ 3. Analyze how a dancer's technical and performance skills affect the meaning of a dance.

*Benchmark D: Critique a dance and justify opinions using a defined set of criteria.*

- \_\_\_ 4. Explain and justify opinions about how venue influences the way a dance is perceived and understood.

**Valuing the Arts/Aesthetic Reflection**—Students inquire about the nature and experience of dance in their lives. They reflect on the significance and value of dances they observe and perform. Students present points of view about dance and respond thoughtfully to others' points of view.

*Benchmark A: Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance).*

- \_\_\_ 1. Use inquiry skills to develop their beliefs about dance and the way they experience dance.

**Benchmark B:** Articulate and justify a philosophy of dance and cite sources (e.g., personal experience, professionals in the field and artists' biographies) that contributed to their thinking.

- \_\_\_\_2. Identify and explain their preferences for choreography using the vocabulary of dance.

**Connections, Relationships and Applications**—Students apply their knowledge of dance to the study of other arts areas and disciplines outside the arts. Students make connections between dance and healthful living.

**Benchmark A:** Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.

- \_\_\_\_1. Demonstrate ways that various technologies (e.g., computer, video and CD-ROM) are integrated into dance production.
- \_\_\_\_2. Identify and explain scientific concepts important to the study of dance such as anatomy and physiology and awareness of space, time and matter.

**Benchmark B:** Explain how the study of dance provides knowledge and skills essential to life, personal health and effective work in various careers.

- \_\_\_\_3. Identify and discuss the specific ways that dance contributes to personal fitness and physical and mental health.

**Benchmark C:** Create an individual advocacy statement in support of dance and dance education.

- \_\_\_\_4. Research one local, state or national professional dance organization and explain how it advocates for dance education.

## **DRAMA/THEATRE**

### **Historical, Cultural and Social Contexts**—

Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.

*Benchmark A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.*

- \_\_\_\_ 1. Describe the connection between style and form.
- \_\_\_\_ 2. Describe various periods of theatre history: Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17th Century, 18th Century, 19th Century, 20th Century and Contemporary.
- \_\_\_\_ 3. Identify key figures, works and trends in various cultures.
- \_\_\_\_ 4. Identify significant issues that are important to live theatre, film/video and broadcast media today.
- \_\_\_\_ 5. Analyze the cultural, social, political and technological influences on an artist and his/her choices.

*Benchmark B: Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history.*

- \_\_\_\_ 6. Identify the significant playwrights/screenwriters and their works from various periods of theatre history (i.e., Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17th Century, 18th Century, 19th Century, 20th Century and Contemporary).

**Creative Expression and Communication**— Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

*Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.*

- \_\_\_\_ 1. Use breath control and the vocal characteristics necessary to develop an effective characterization.
- \_\_\_\_ 2. Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization.
- \_\_\_\_ 3. Deliver memorized lines and/or read aloud from a script with clarity, volume and vocal variety.
- \_\_\_\_ 4. Demonstrate collaborative discipline necessary for an ensemble performance.

*Benchmark B: Effectively use technology and/or resources to mount a performance.*

- \_\_\_\_ 5. Explain an area of technical production in depth.
- \_\_\_\_ 6. Identify the roles of collaboration between various technical professionals.
- \_\_\_\_ 7. Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes and makeup.
- \_\_\_\_ 8. Compare and contrast the directing and management skills needed in different media (e.g., stage, film, television, radio).

*Benchmark C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.*

- \_\_\_\_ 9. Write a dramatic or tragic one-act play, screenplay or short radio play incorporating elements of drama.

**Analyzing and Responding Standard**—Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.

*Benchmark A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.*

- \_\_\_\_ 1. Use accurate terminology in dramatic/theatrical activities.

*Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.*

- \_\_\_\_ 2. Defend the use of a specific style, form or period to express an intended message.
- \_\_\_\_ 3. Demonstrate the changes that occur as a result of self-evaluation as an artist or audience member.

*Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.*

- \_\_\_\_ 4. Evaluate the resources used in a production to enhance the intent of the playwright.
- \_\_\_\_ 5. Evaluate variations of universal themes across different time periods and cultures.

**Valuing Drama/Theatre/Aesthetic Reflection**— Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.

*Benchmark A: Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.*

- \_\_\_\_ 1. Identify and analyze components that comprise a

philosophy.

**Benchmark B:** *Respect diverse opinions regarding drama/theatre preferences.*

- \_\_\_\_2. Identify factors among cultures that generate diverse opinions about a drama/theatre event.

**Connections, Relationships and Applications--Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.**

**Benchmark A:** *Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience.*

- \_\_\_\_1. Recognize the relationships between drama/theatre and other art forms during specific historical periods.

**Benchmark B:** *Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects.*

- \_\_\_\_2. Recognize the necessity of integration of all disciplines in dramatic/theatrical activity.

**Benchmark C:** *Explain how the arts are an index to social values and accomplishments of a civilization.*

- \_\_\_\_3. Cite specific examples of the relationship between drama/theatre and their communities.

**Benchmark D:** *Engage in activities that lead to continued involvement in theatre.*

- \_\_\_\_4. Assemble a personal drama/theatre portfolio and resume including works completed and works-in-progress.  
\_\_\_\_5. Investigate the level of discipline, knowledge

and skills required for career preparation in drama/theatre.

## MUSIC

**Historical, Cultural and Social Contexts**—Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

**Benchmark A:** Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.

- \_\_\_1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
- \_\_\_2. Interpret various music styles from the United States, other cultures and historical periods.
- \_\_\_3. Discuss and evaluate the performance of music from different historical time periods.
- \_\_\_4. Examine (e.g., listening, performing, score study) music literature of various composers.

**Benchmark B:** Research and explain how music and composers both influence and are influenced by society and culture.

- \_\_\_5. Explain how technology has influenced the development of music over time.

**Creative Expression and Communication**—Students sing, play instruments, improvise, compose, read and notate music.

**Benchmark A:** Sing and/or play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.

- \_\_\_1. Interpret selected music while singing or

playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms.

- \_\_\_2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.
- \_\_\_3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence.
- \_\_\_4. Demonstrate sight-reading abilities.

**Benchmark B:** Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.

- \_\_\_5. Improvise over given chord progressions and symbols.
- \_\_\_6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B $\flat$ , E $\flat$ , A $\flat$ ; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ , D $\flat$ ].
- \_\_\_7. Read and perform literature appropriate for the instrument studied using the key signatures in Indicator six above.
- \_\_\_8. Read complex rhythms in mixed meter.
- \_\_\_9. Incorporate expressive symbols and terms when sight-reading.
- \_\_\_10. Identify articulations, expressive symbols and terms.

**Analyzing and Responding**—Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

**Benchmark A:** Analyze and evaluate music selections based upon established criteria.

- \_\_\_1. Describe the use of elements of music as they relate to expression in a varied repertoire of music.
- \_\_\_2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.

**Benchmark B:** Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.

- \_\_\_3. Respond to conducting patterns and gestures to interpret selected pieces musically.

**Benchmark C:** Analyze common harmonic progressions in selected repertoire aurally.

- \_\_\_4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.

**Benchmark D:** Apply appropriate, established criteria to evaluate a variety of music performances.

- \_\_\_5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.

**Valuing Music/Aesthetic Reflection**—Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

**Benchmark A:** Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.

- \_\_\_1. Describe how the use of elements of music affects the aesthetic impact of a music selection.

**Benchmark B:** Explain how people differ in their music preferences based on their personal experiences.

- \_\_\_2. Explain how people from different backgrounds use and respond to music and cite specific examples.

**Benchmark C:** Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.

- \_\_\_3. Defend choices of music works and performances based on knowledge of music concepts.

**Connections, Relationships and Applications**—Students identify similarities and differences between

**music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.**

***Benchmark A:*** *Articulate similarities and differences between music and other content areas.*

- \_\_\_\_ 1. Explain how the creative process is used in similar and different ways in the arts.
- \_\_\_\_ 2. Apply problem-solving and creative thinking skills used in music to other content areas.

***Benchmark B:*** *Apply technology in creating, performing and/or researching music.*

- \_\_\_\_ 3. Demonstrate one or more uses of technology in creating, performing and listening to music.
- \_\_\_\_ 4. Incorporate subject matter common to music and other academic areas into a music presentation.

***Benchmark C:*** *Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.*

- \_\_\_\_ 5. Use accurate music terminology to describe similarities and differences in music from various cultures.

***Benchmark D:*** *Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.*

- \_\_\_\_ 6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

## VISUAL ART

### **Historical, Cultural and Social Contexts**—

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

*Benchmark A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.*

- \_\_\_ 1. Explain how art historians, curators, anthropologists and philosophers contribute to our understanding of art history.
- \_\_\_ 2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time.

*Benchmark B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.*

- \_\_\_ 3. Explain the circumstances and events that influence artists to create monuments and site-specific works.

*Benchmark C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.*

- \_\_\_ 4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement.
- \_\_\_ 5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures.

*Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.*

- \_\_\_ 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.

### **Creative Expression and Communication**—

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

*Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.*

- \_\_\_ 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style.

*Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.*

- \_\_\_ 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work.
- \_\_\_ 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks.

*Benchmark C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.*

- \_\_\_ 4. Use criteria to revise works-in-progress and describe changes made and what was learned in the process.

**Analyzing and Responding**—Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

*Benchmark A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.*

- \_\_\_ 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks.
- \_\_\_ 2. Apply methods of art criticism in writing and speaking about works of art.

*Benchmark B: Explain how form, subject matter and context contribute to meanings in works of art.*

- \_\_\_ 3. Understand how the structure and composition of an art form relate to its purpose.

*Benchmark C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.*

- \_\_\_ 4. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement.

**Valuing the Arts/Aesthetic Reflection**—Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

*Benchmark A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.*

- \_\_\_ 1. Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.

- \_\_\_\_ 2. Formulate generalizations about the value of art from their experiences making and responding to art.
- \_\_\_\_ 3. Develop aesthetic criteria for selecting a body of work for their portfolios that demonstrates accomplishment, knowledge and skill in the visual arts.

**Benchmark B:** *Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.*

- \_\_\_\_ 4. Justify the merits of specific works of art using theories that may be different from their own conceptions of art.

**Benchmark C:** *Judge the merit of selected artworks and provide the aesthetic basis for their positions.*

- \_\_\_\_ 5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).

### **Connections, Relationships and**

**Applications**—**Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.**

**Benchmark A:** *Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.*

- \_\_\_\_ 1. Identify the philosophical beliefs, social systems and movements that influence the function and role of art in people's lives.

**Benchmark B:** *Formulate and solve a visual art problem using strategies and perspectives from other disciplines.*

- \_\_\_\_ 2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.
- \_\_\_\_ 3. Explain commonalities between visual art and other disciplines.

**Benchmark C:** *List and explain opportunities for lifelong involvement in the visual arts.*

- \_\_\_\_ 4. Identify ways to provide active support to the arts locally and nationally.