

ODE FINE ARTS GUIDELINES ~GRADE 11~ DANCE

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. Analyze the philosophical beliefs, social systems and movement norms that influence the function and form of dance.
2. Compare and contrast interpretations of the same dance performed in different historical contexts (e.g., classical ballet, "The Nutcracker," with a contemporary version, Mark Morris, "The Hard Nut").

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

3. Compare and contrast the traditions, techniques and cultural contexts of traditional, social and theatrical dance styles.

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

4. Deliver a report (e.g., oral, written, visual or multimedia) on a contemporary work of dance and show how the work's central theme reflects the heritage, traditions or beliefs of the choreographer.

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. Perform a variety of complex movement sequences with an ensemble that demonstrate self-awareness and awareness of others.

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. Demonstrate and describe similarities and differences between dance styles.

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

3. Use available technology to develop a dance study.
4. Create movement studies that explore a variety of choreographic processes (e.g., chance, musical visualization and improvisation).

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

5. Review, revise and refine an original work with attention to theatrical elements and sound accompaniment.

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. Evaluate various media for observing live and recorded dance performances.

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

2. Support their interpretations of a dance with references to the choreography (e.g., steps, movements and movement patterns).

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

3. Explain how a choreographer's philosophy influences the meaning of a dance.

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

4. Develop criteria to evaluate important aspects of social, traditional and theatrical dances.

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. Reflect on and refine their beliefs and questions about their dance experiences.

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. Examine the value of dance in social, theatrical and cultural settings.

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. Summarize and present the perspectives of a choreographer and two other discipline specialists on a major historical event (e.g., the Harlem Renaissance) through the perspectives of a choreographer, historian and scientist.
- _____2. Analyze how a theme or idea is represented in dance and in another content area.

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 explain the responsibilities of the professional dancer for personal health and injury prevention, care and rehabilitation.

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

- _____4. Examine the impact of government and policy-making on dance advocacy.

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. Justify a performance style to communicate an original message or story.
- ___ 2. Compare and contrast the elements of dramatic/theatrical works from different time periods.
- ___ 3. Analyze the relationships between cultural and social attitudes and emotional reactions to a dramatic/theatrical event with references to the experience.
- ___ 4. Use drama/theatre heritage and drama/theatre experiences as a means to explore philosophical, ethical and religious issues.

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

- ___ 5. Discuss a playwright's body of work and place in theatre heritage.

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 movement qualities and patterns to create a specific character.
- ___ 2. Use various vocal techniques to develop a consistent character.
- ___ 3. Sustain convincing multidimensional characters.

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

- ___ 4. Create designs in a specific technical emphasis.
- ___ 5. Identify the application of new technology to a selected area of technical emphasis.
- ___ 6. Construct and operate technical production equipment safely and independently.
- ___ 7. Select, cast, block and direct a scene for performance.

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.

- ___ 8. Write a one-act play, screenplay or 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. Compare and contrast motivations and reactions of characters confronting similar situations.
- ___ 3. Explain how the playwright's choices influence the message.
- ___ 4. Use self-evaluation strategies and audience response to improve their artistic works and experiences.

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

- ___ 5. Evaluate one playwright's presentation of universal themes across different works.
- ___ 6. Evaluate a dramatic/theatrical script for its potential choices.

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. Develop a personal drama/theatre philosophy.

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

- ___ 2. Analyze 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. Explain drama/theatre as a synthesis of all the arts.

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

____ 2. Use skills learned in other disciplines in producing a dramatic/theatrical piece.

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

____ 3. Describe how drama/theatre affects social change.

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

____ 4. Revise the portfolio and resume.

____ 5. Investigate a selected career in drama/theatre, film/video and broadcast media.

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. Identify and trace the development of music forms across historical periods.
- ___2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
- ___3. Compare and contrast the performance practices of music from various historical periods.
- ___4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.

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

- ___5. Explain how music reflects the political events of history.

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. Prepare and perform accurately a varied repertoire of music incorporating complex

- ___2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.
- ___3. Demonstrate advanced tonal concepts in singing or playing an instrument.
- ___4. Sing or play music compositions incorporating elements of music and demonstrating an understanding of music style and form.

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: D, G, C, F, B \flat , E \flat , A \flat ; Strings: E, A, D, G, C, F, B \flat ; Vocal/Choral: B, E, A, D, G, C, F, B \flat , E \flat , A \flat , D \flat].
- ___7. Read and perform music literature in a wide variety of major and minor keys.
- ___8. Read and perform music literature that incorporates modal scales.
- ___9. Identify homophonic and polyphonic texture.
- ___10. Interpret articulations, expressive symbols and terms when performing.

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. Demonstrate extensive knowledge of the technical vocabulary of music.
- ___2. Analyze a given work on the basis of how elements of music are used in the selection to make it unique.

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

- ___3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.

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

- ___4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.

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

- ___5. Evaluate a selected performance of a specific music work based on selected criteria and musical interpretation.

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. Critique their performances or compositions in terms of aesthetic qualities.

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

- ___2. Discuss how the purpose, meaning and value of music works change because of the impact of life experiences.

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

- ___3. Evaluate music works and performances using criteria for aesthetic qualities.

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 roles of creators, performers and others involved in the production and presentation of the arts are similar and different.
- ____ 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. Use technology to create and/or perform various forms of 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. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar non-arts influences.

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

- ____ 6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician experience).

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. Research and report on the historical, cultural, social or political foundations of selected art forms.
- ___ 2. Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.

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 how issues of time, place and culture influence trends in the visual arts.

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

- ___ 4. Investigate and report on the influences of print and electronic media on contemporary art.

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.

- ___ 5. Research an artist or work of art of personal

interest and write about the historical, social, cultural or political factors influencing the artist or the work.

- ___ 6. Explain the process used to acquire and use knowledge from art history for art production.

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 works of art that demonstrate increased complexity and skill and use a variety of two-dimensional and three-dimensional media.

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

- ___ 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color).
- ___ 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.

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

- ___ 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media.
- ___ 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.

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. Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.

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

- ___ 2. Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in artworks.

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.

- ___ 3. Apply peer review and critique processes to a student exhibition.

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. Explain how the value of a work of art is affected by the manner in which it is exhibited.

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

- ____2. Analyze how society influences the interpretation of works of art.
- ____3. Identify aesthetic issues connected to the public display of works of art.
- ____4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.

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

- ____5. Explain how the context in which an artwork is viewed influences the way it is perceived and judged.

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 ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors).
- ____2. Research and explain the relationships between specific artworks and major historical events.

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

- ____3. Research and demonstrate the relationships

between visual art and other disciplines (e.g., ceramics—chemistry, photography—chemistry, mobile—physics, graphic art—technology).

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

- ____4. Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator).