

ODE FINE ARTS GUIDELINES ~GRADE 1~ 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: Identify and perform dances from a variety of cultures of past and present society.

- ___1. Name and perform folk/traditional dances from various cultures.

Benchmark B: Explain the settings and circumstances in which dance is found in their lives and the lives of others both past and present.

- ___2. Create movements that represent animal actions and behaviors.
- ___3. Demonstrate and share dances from cultural events (e.g., dance company performances, festivals and holiday celebrations) in their schools and/or communities.

Benchmark C: Recognize and describe how choreographers, dancers and dance contribute to people's cultural heritages.

- ___4. Describe what a choreographer does.

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: Improvise, create and perform movement phrases with concentration and kinesthetic awareness.

- ___1. Perform locomotor and non-locomotor movements with the ability to start, change, stop and balance.

Benchmark B: Use the elements of dance to create a mood or express an idea in a dance study.

- ___2. Perform a memorized movement phrase.

Benchmark C: Invent multiple solutions to movement problems varying space, time and energy.

- ___3. Perform movements that emphasize time and energy.

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: Describe their responses to movement experiences using dance vocabulary.

- ___1. Demonstrate movements and gestures in response to direction (e.g., bend, jump and reach).

Benchmark B: Actively participate in discussions about various reactions to and interpretations of dance performances.

- ___2. Discuss what makes a dance a dance.
- ___3. Recognize and communicate what they like and dislike about a dance.

Benchmark C: Explain the relationship between the audience and the performer.

- ___4. Demonstrate appropriate audience behavior when observing a dance performance.

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: Recognize and describe their impressions and opinions of dance experiences (e.g. observing performing or responding to a dance).

- ___1. Identify why they may like to dance.

Benchmark B: Demonstrate inquiry skills when stating and supporting their views about dance.

- ___2. Discuss their personal likes and dislikes about a dance and share the reasons.

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: Relate ideas and concepts from the arts and other content areas to expressive movement.

- ___1. Improvise dance movements to tell a simple story with a beginning, middle and end.
- ___2. Improvise dance movements in response to an idea or concept from a content area outside the arts (e.g., mathematics—subtraction or reading—parts of a story).

Benchmark B: Apply basic skills and processes essential to the study of all disciplines to the study of dance.

- ___3. Use context clues and decoding skills to define unfamiliar dance vocabulary.

Benchmark C: Discuss how dance contributes to healthful living.

- ___4. Discuss why dance is a healthy activity.

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: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.

___ 1. Demonstrate appropriate audience behavior.

Benchmark B: Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods.

___ 2. Retell or dramatize stories, myths and/or fairy tales from various time periods and cultures.

Benchmark C: Explain the role of writers in creating live theatre, film/video and broadcast media.

___ 3. Use available information to identify the creator of a work.

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: Sustain characters with consistency in classroom dramatizations.

___ 1. Demonstrate various movements, voices and feelings by performing a variety of familiar roles.

___ 2. Demonstrate physical warm-ups to develop relaxation and build coordination and flexibility.

___ 3. Dramatize/improvise familiar, simple stories from classroom literature or life experiences incorporating plot (beginning, middle and end).

Benchmark B: Create places/spaces where performances can be staged.

___ 4. Arrange classroom objects to represent a suitable environment for dramatic/theatrical activities (e.g., arrange classroom furniture into a theatre space, use available classroom resources to add lighting and/or sound effects to a story and draw what a character in a story would wear).

Benchmark C: Demonstrate various ways to stage classroom dramatizations.

___ 5. Collaborate with classmates to arrange a classroom environment to create a performance setting and audience space for a classroom performance.

Benchmark D: Communicate a story through storytelling or scripted screen work.

___ 6. Describe characters in a story and tell how the characters are similar to or different from themselves.

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: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.

___ 1. Use appropriate dramatic/theatrical vocabulary (e.g., character, time and places) to describe dramatic/theatrical experiences.

___ 2. Retell the beginning, middle and ending of a story in proper sequence and include the important events.

___ 3. Identify the characters, time and place and major events in a story.

Benchmark B: Explain the impact of choices made by artists (e.g. playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.

___ 4. Discuss the author/playwright's intent.

___ 5. Compare and contrast the elements (e.g., plot, character, setting) of various narratives.

___ 6. Compare and contrast dramatic situations with real life.

Benchmark C: Apply criteria for evaluating a theatrical work.

___ 7. Explain a character's choices and decisions.

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: Apply personal criteria for evaluating drama/theatre works or experiences.

___ 1. Explain their emotional response to a drama/theatre work or experience.

Benchmark B: Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.

___ 2. Restate opinions of others.

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:** Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.*

- ____ 1. Identify and describe differences among art forms.
- ____ 2. Identify the theatrical concept of beginning, middle and end in other academic content areas.

***Benchmark B:** Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.*

- ____ 3. Use drama/theater to present stories from other cultures.
- ____ 4. Work cooperatively to present a tableau, improvisation or pantomime.

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 and demonstrate basic music forms.

- ___ 1. Identify and demonstrate echo and call/response.

Benchmark B: Identify and respond to music of historical and cultural origins.

- ___ 2. Sing songs representing their cultures.
___ 3. Sing, listen and move to music from various historical periods.
___ 4. Identify, listen and respond to music of different composers.

Benchmark C: Recognize the interaction of people in music.

- ___ 5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).

Creative Expression and Communication—

Students sing, play instruments, improvise, compose, read and notate music.

Benchmark A: Sing and/or play instruments alone and with others, demonstrating a variety of repertoire using proper technique, accurate rhythm and pitch, and appropriate expressive qualities.

- ___ 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.

- ___ 2. Use the head voice to produce a light, clear sound.
___ 3. Play, alone and with others, a variety of classroom instruments with proper technique.

Benchmark B: Read, write, improvise and compose melodies and accompaniments.

- ___ 4. Improvise on selected lyrics (text) of known songs.
___ 5. Read, write and perform using eighth notes, quarter notes and quarter rests.
___ 6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

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: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

- ___ 1. Identify and demonstrate contrasting elements \ of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
___ 2. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).
___ 3. Identify same/different phrases.

Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

- ___ 4. Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally.

Benchmark C: Discuss and evaluate individual and group music performance.

- ___ 5. Recognize and discuss individual and group performance.

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: Reflect on their own performances and the performances of others.

- ___ 1. Participate in developmentally appropriate music activities.

Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.

- ___ 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods, or images and influences personal preferences.

- ___ 3. Respond physically to a variety of age-appropriate music.
___ 4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).

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: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

- ___ 1. Use music and/or found sounds together with dance, drama and visual art.

____ 2. Identify similar terms (e.g., patterns, texture) in the arts.

____ 3. Recognize connections between music experiences and another curricular subject (e.g., English language arts).

Benchmark B: Describe how music is used in various cultures in the United States.

____ 4. Identify various uses of music in their cultures.

Benchmark C: Identify and describe roles of musicians in various music settings.

____ 5. Recognize a musician.

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: Recognize and describe visual art forms and artworks from various times and places.

___1. Recognize and describe visual symbols, images and icons (e.g., flags, monuments and landmarks) that reflect the cultural heritages of the people of the United States.

Benchmark B: Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

___2. Observe different styles of art from selected cultures and point out how artists use lines, shapes, colors and textures.

Benchmark C: Identify and describe the different purposes people have for creating works of art.

___3. Share artwork or an art object from their own cultural backgrounds and describe its purpose (e.g., personal, functional or decorative).

Benchmark D: Place selected visual art exemplars (e.g. artists art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.

___4. Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style.

___5. Identify works made by one or more visual artists in a selected historical period.

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 knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

___1. Demonstrate beginning skill in the use of art materials and tools.

Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.

___2. Identify visual art elements and principles using art vocabulary.

___3. Use selected art elements and principles to express a personal response to the world.

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

___4. Invent imagery and symbols to express thoughts and feelings.

___5. Explore and use a range of subject matter (e.g., people, places, animals and nature) to create original works of art.

Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.

___6. Begin to use basic self-assessment strategies to improve artworks (e.g., make revisions and reflect on the use of art elements).

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: Identify and describe the visual features and characteristics in works of art.

___1. Notice and describe multiple characteristics (e.g., colors, forms, materials and subject matter) in their own artworks and the works of others.

___2. Explore and describe how a selected art object was made.

___3. Describe the different ways that art elements are used and organized in works of art including their own.

Benchmark B: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

___4. Describe how art elements and principles are organized to communicate meaning in works of art.

___5. Connect their own interests and experiences to the subject matter in artworks.

Benchmark C: Contribute to the development of criteria for discussing and judging works of art.

___6. Recognize and point out characteristics related to the quality of a work of art.

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: Apply basic reasoning skills to understand why works of art are made and valued.

___1. Offer reasons for making art.

Benchmark B: *Form their own opinions and views about works of art and discuss them with others.*

- ____2. Form their own opinions and views about works of art.
- ____3. Recognize that people (e.g., family, friends, teachers and artists) have different beliefs about art and value art for different reasons.

Benchmark C: *Distinguish and describe the aesthetic qualities in works of art.*

- ____4. Describe the expressive qualities in their own works of art.

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: *Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.*

- ____1. Make connections between visual art, music and movement.

Benchmark B: *Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.*

- ____2. Create a visual art product to increase understanding of a concept or topic studied in another content area (e.g., mathematics—measurement; English language arts—sequencing a story; geography—continents; science—balance).

Benchmark C: *Create and solve an interdisciplinary problem using visual art processes, materials and tools.*

- ____3. Demonstrate the relationship between and

among art forms (e.g., create costumes and scenery for a play).

Benchmark D: *Describe how visual art is used in their communities and the world around them and provide examples.*

- ____4. Identify and discuss artwork they see in their schools and communities.
- ____5. Identify what an artist does and find examples of works by artists in their communities.