

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FINE ARTS CHECKLIST: DANCE
~GRADE 4~

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. Compare the rhythms, music and movements of different cultural dances.
- ___ 2. Investigate and describe common subjects, ideas and themes communicated in 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.

- ___ 3. Share a traditional dance from Ohio history.

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

- ___ 4. Read or listen to the life story of one or more American choreographers and describe his/her contributions to dance history (e.g., George Balanchine/ballet and Martha Graham/modern).

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 nonlocomotor movements in combination and sequence altering direction, pathway and tempo.
- ___ 2. Generate ideas and express them through dance performance.

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

- ___ 3. Create, refine and perform a dance study that uses the elements of dance to express a mood.

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

- ___ 4. Invent and demonstrate different ways to solve a movement problem (e.g., different ways to bend or turn).

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. Recognize and discuss the different ways that dances are created or performed.

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

- ___ 2. Identify the similarities and differences between dances using dance vocabulary.
- ___ 3. Describe the meanings of a dance and support their ideas with well-chosen details from the performance.

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

- ___ 4. Describe how audience response affects 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 and describe the characteristics common to all dance performances.

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

- ___ 2. Interpret the possible meanings of a dance and support their interpretations with specific observations using appropriate dance vocabulary.
- ___ 3. Use logical reasoning to support statements about dance experiences.

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. Compose a dance that communicates an idea learned in another discipline.

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

- ___ 2. Describe how certain artistic skills (e.g.,

observing, listening, practicing, rehearsing and performing/producing) in the visual and performing arts professions are similar.

Benchmark C: *Discuss how dance contributes to healthful living.*

____3. Identify healthy and safe practices for dance and healthful living.

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. Discuss how a performer adjusts to a specific audience.

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

- ____ 2. Explain how certain characters reflect their time periods and cultures.
____ 3. Identify drama/theatre or storytelling traditions in the cultures or ethnic groups throughout the history of Ohio.

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

- ____ 4. Discuss how a written adaptation of story varies between media forms including theatre, film/video and broadcast media.

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. Create the movement and voice of a character and predict/explain the consequences of the character's decisions and actions.
____ 2. Manipulate voice, movement, space and/or physical objects to express or communicate thoughts, feelings and ideas both in improvised and scripted activities.
____ 3. Create a variety of improvisations based on a dramatic theme.

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

- ____ 4. Manipulate various design components to create an appropriate environment for a story or scene.

Benchmark C: Demonstrate various ways to stage classroom dramatizations.

- ____ 5. Direct a fellow student how to perform a task or action two different ways in a dramatic situation.

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

- ____ 6. Use vivid language to create a script around one or more elements of theatre such as character, action, props or settings.
____ 7. Discuss the point of view in grade-level literature.

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., conflict, resolution) to describe dramatic/theatrical experiences.
____ 2. Describe the plot, characters, conflict, resolution and theme of a dramatic/theatrical work or experience.

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

- ____ 3. Identify the production concept in a dramatic/theatrical work.
____ 4. Compare and contrast the impact drama/theatre, film/video and broadcast media have on the audience.
____ 5. Analyze the playwright's use of language.

Benchmark C: Apply criteria for evaluating a theatrical work.

- ____ 6. Assess if a dramatic/theatrical production fulfilled the playwright's intent.

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. Justify personal opinions about 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 about a drama/theatre work or experience.

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. Use elements of theatre in conjunction with at least one other art form to communicate information.
- ____ 2. Use problem-solving and cooperative skills to dramatize a story, current event or a concept from another area.

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

- ____ 3. Use drama/theater to retell events in Ohio history.
- ____ 4. Identify where dramatic/theatrical activities occur in the school/community.

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 partner songs and rondo form.

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

- ___2. Sing and respond to music from world cultures.
___3. Discuss the lives and times of composers 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 ways that music serves as an expression in regional cultures.

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 pitch and appropriate expressive qualities.

- ___2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
___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 and compose short compositions using a variety of classroom instruments and sound sources.
___5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.
___6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in Gdo, F-do and C-do using a system (e.g., solfege, numbers or letters).
___7. Read, write and perform melodies in treble clef.

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 elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
___2. Identify how elements of music communicate ideas or moods.
___3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).

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

- ___4. Classify instruments by the four families of the

orchestra.

- ___5. Describe the way sound is produced on various instruments and with the human voice.

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

- ___6. Discuss and evaluate individual and group music 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.
___2. Develop criteria for reflecting on their performances and the performances of others.

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

- ___3. 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.

- ___4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
___5. Demonstrate how music communicates meaning of text, feelings and moods or images.
___6. Identify and describe personal preferences for specific music selections.

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. Interpret music through dance, drama and visual art.
- ____ 2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
- ____ 3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.

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

- ____ 4. Identify similarities and differences in music of the United States and various cultures.

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

- ____ 5. Describe roles of musicians in various music settings.

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. Identify and describe artwork from various cultural/ethnic groups (e.g., Paleo Indians, European immigrants, Appalachian, Amish, African or Asian groups) that settled in Ohio over time.

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

2. Compare and contrast art forms from different cultures and their own cultures.

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

3. Compare the decorative and functional qualities of artwork from cultural/ethnic groups within their communities.

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. Select an Ohio artist and explain how the artist's work relates to Ohio history.
5. Construct a simple timeline that places selected

artists and their works next to historical events in the same time 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. Identify and select art materials, tools and processes to achieve specific purposes in their artworks.

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

2. Discuss their artworks in terms of line, shape, color, texture and composition.
3. Initiate and use strategies to solve visual problems (e.g., construct three-dimensional art objects that have structural integrity and a sense of completeness).

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

4. Create a narrative image (e.g., objects well-connected and in a sequence) that expresses an event from personal experience.

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

5. Give and receive constructive feedback to produce artworks that meet learning goals.

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. Compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning.

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.

2. Explain the function and purpose (e.g., utilitarian, decorative, social and personal) of selected art objects .
3. Describe how artists use symbols and imagery to convey meaning in culturally representative works.

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

4. Explain how an art critic uses criteria to judge artworks.
5. Refer to criteria when discussing and judging the quality of works 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. Explain how works of art can reflect the beliefs, attitudes and traditions of the artist.
2. Reflect on and develop their own beliefs about

art (e.g., how art should look, what it should express or how it should be made).

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

____ 3. Support their viewpoints about selected works of art with examples from the works.

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

____ 4. Describe the successful use of one expressive element in an artwork, using sensory details and descriptive language.

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. Identify and describe common themes, subject matter and ideas expressed across arts disciplines.

____ 2. Describe how selected visual art elements or principles are used in one or two other arts disciplines (e.g., color, unity, variety and contrast).

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

____ 3. Relate concepts common to the arts and disciplines outside the arts (e.g., composition, balance, form and movement).

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

____ 4. Demonstrate technical skill by creating an art product that uses common materials and tools from different subject areas (e.g., ruler, compass, graph paper and computer).

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

____ 5. Read biographies and stories about key artists from Ohio and describe how their work reflects and contributes to Ohio history.

____ 6. Recognize and identify a range of careers in visual art (e.g., fashion designer, architect, graphic artist and museum curator).