

ODE FINE ARTS GUIDELINES

~GRADE 5~

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: Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.

- ___ 1. Identify and demonstrate the spatial formations (e.g., circle, line and couple) in dances from various cultures.
- ___ 2. Perform simple movement combinations from one or more theatrical dance styles.
- ___ 3. Discuss the central concepts and themes expressed in traditional, social and theatrical dances from various time periods.

Benchmark B: Explain the social and historical contexts that influence the development of dance in a culture.

- ___ 4. Identify cultural practices observed in selected dances.

Benchmark C: Research a recognized contributor to dance (e.g., choreographer, dancer or educator) and trace the development of the individual's work to its historical and cultural influences.

- ___ 5. Explore the kinds of artistic problems that dancers and choreographers solve.

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: Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.

- ___ 1. Demonstrate the use of compositional structures in a dance (e.g., ABA form, chance and canon).

Benchmark B: Reflect on, evaluate and refine choreographic, rehearsal and performance processes.

- ___ 2. Develop and demonstrate a sense of personal discipline in rehearsal and performance processes.

Benchmark C: Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.

- ___ 3. Demonstrate movement skill, focus and kinesthetic awareness in a dance rehearsal.
- ___ 4. Create original material for a short dance study that expresses a theme or concept.

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: Demonstrate knowledge of different approaches to art criticism when analyzing and interpreting dance performances.

- ___ 1. Articulate an understanding of several ideas or images communicated by a dance performance.

Benchmark B: Analyze how dance elements are used to convey concepts or themes in dance performances.

- ___ 2. Use the vocabulary of art criticism to analyze how the elements of dance are organized in a performance to communicate a theme or concept.

Benchmark C: Apply knowledge of dance elements, techniques, styles and choreographic forms to critique dances using defined criteria.

- ___ 3. Develop criteria for evaluating dance performances and their choreographic styles.

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: Articulate their viewpoints about the merits of selected dances and explain the basis for their views.

- ___ 1. Explore questions about the merits of a dance work.

Benchmark B: Demonstrate reasoning skills when engaging in inquiry about dance.

- ___ 2. Ask clarifying questions about different reactions to the same dance and determine how varying opinions have value.

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: Demonstrate the inter-relationship of dance content and skills to those in other academic disciplines.

- ___ 1. Discuss how aspects (e.g., costumes, music, set design and text) of other art disciplines are integrated into dance performance.
- ___ 2. Discuss how dance relates to and enhances the study of other content areas.

Benchmark B: *Identify and compare how learning strategies (e.g., collaboration, consensus building, decision making, risk taking) acquired in dance are used in dance and non-dance careers.*

____ 3. Discuss how the processes of collaboration, consensus building, decision making and risk taking are used in dance and other professions.

Benchmark C: *Create and demonstrate correct warm-up activities independently and in a group.*

____ 4. Discuss the benefits and importance of proper warm-up for preparation and safety in dance or exercise.

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: Explain the style of a dramatic/theatrical work in historical or cultural context.

- ___ 1. Identify production styles.
- ___ 2. Research and explain where, when and how dramatic/theatrical activities occurred in a specific time period.
- ___ 3. Investigate how drama/theatre and storytelling forms—past and present—of various cultural groups may reflect their beliefs and traditions.

Benchmark B: Compare and contrast playwrights and/or screenwriters from various time periods.

- ___ 4. Discuss contributions to theatre arts of a playwright or screenwriter from a specific time period.

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: Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.

- ___ 1. Create the movement and voice of a character in both comedic and dramatic situations.
- ___ 2. Use sensory and memorization skills to create a character.

Benchmark B: Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes and makeup to create an environment appropriate for drama.

- ___ 3. Analyze various design components used in a dramatic/theatrical event.

Benchmark C: Explore the roles and responsibilities of various theatrical personnel.

- ___ 4. Explain the roles and responsibilities of a director, stage manager and business manager.

Benchmark D: Create scripted scenes based on personal experience and heritage.

- ___ 5. Write a scripted scene from a prompt that provides exposition, consistent point of view, sensory details and dialogue.

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 appropriate dramatic/theatrical vocabulary, elements and principles.

- ___ 1. Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences.
- ___ 2. Use script-writing techniques including stage directions.
- ___ 3. Identify character types and relationships.

Benchmark B: Discuss the collaborative nature of drama/theatre as a vehicle for the expression of ideas.

- ___ 4. Explain how the setting of a dramatic/theatrical work affects characterization.
- ___ 5. Explain the use of a production concept in a dramatic/theatrical work.
- ___ 6. Differentiate among the unique characteristics of live theatre, film/video and broadcast media.

Benchmark C: Articulate opinions about dramatic/theatrical work using established criteria.

- ___ 7. Justify a presentation form (i.e., live theatre, film/video and broadcast media) to communicate an idea or message.
- ___ 8. Critique a dramatic/theatrical performance.

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 personal responses to a drama/theatre event.

- ___ 1. Describe ways that drama/theatre, film/video and broadcast media express the artist's perspective and evoke a personal response.

Benchmark B: Compare their personal responses to a drama/theatre event with the response of another person.

- ___ 2. Identify factors that cause diverse opinions 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: *Discover the interdependence of theatre and other art forms.*

- ____ 1. Combine art forms to create a dramatic/theatrical experience.

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

- ____ 2. Use problem-solving and cooperative skills to dramatize a story, current event or a concept from another content area.

Benchmark C: *Identify recurring drama/theatre ideas and concepts that occur across time periods and/or cultures.*

- ____ 3. Identify the cultural characteristics in selected drama/theatre performances from other countries.

Benchmark D: *Discuss drama/theatre skills as a foundation for lifelong learning and potential employment.*

- ____ 4. Work cooperatively in different roles/jobs within a dramatic/theatrical experience.

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: Compare and contrast styles and forms of music from various historical periods.

- ___ 1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods.
- ___ 2. Compare and contrast opera and American music theatre.
- ___ 3. Research and identify music instruments from different historical periods and world cultures.

Benchmark B: Identify composers and classify them according to chronological historical periods.

- ___ 4. Identify, listen and respond to music of different composers.

Benchmark C: Describe how events during various historical periods have influenced the development of music.

- ___ 5. Recognize and discuss the influence of American history on the development of folk music.
- ___ 6. Describe conditions under which music is created and performed in various cultures.

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

Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.

- ___ 1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.
- ___ 2. Play a variety of instruments independently and with other contrasting parts.
- ___ 3. Respond appropriately to the cues of a conductor.

Benchmark B: Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

- ___ 4. Create short melodies using traditional notation.
- ___ 5. Improvise melodies in a call-and-response setting.
- ___ 6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.
- ___ 7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers or letters).

Benchmark C: Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.

- ___ 8. Identify key signatures.

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: Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

- ___ 1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.

- ___ 2. Identify terms related to form (e.g., *DC al Fine*; *DC dal segno*; *DS al Coda*; repeat signs, first and second endings).
- ___ 3. Identify selected electronic and world music instruments.

Benchmark B: Analyze the structure of larger music works and the sections comprised within.

- ___ 4. Analyze a piece of music using music vocabulary.

Benchmark C: Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.

- ___ 5. Evaluate and describe individual and group performances.
- ___ 6. Differentiate between melody and harmony.

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 and describe how music performance and settings affect audience response.

- ___ 1. Describe audience etiquette associated with various music performances and settings.

Benchmark B: Reflect on why others may have different music preferences.

- ___ 2. Identify and discuss aesthetic qualities in their performances and in the performances of others.
- ___ 3. Demonstrate how music communicates meaning through text, feelings, moods or images.
- ___ 4. Identify elements of music that contribute to aesthetic qualities in a specific music work.

Benchmark C: Justify one's personal preference of music choice using music vocabulary.

- ___ 5. Explain how expressive music elements determine the quality of a composition.
- ___ 6. Develop and apply criteria to support personal

preferences for specific music works.

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:** Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.*

- ___ 1. Interpret music through dance, drama and visual art.
- ___ 2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.
- ___ 3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.

***Benchmark B:** Demonstrate ways that subject matter of other disciplines is interrelated with that of music.*

- ___ 4. Describe how knowledge of music connects to learning in other subject areas.

***Benchmark C:** Identify various ways music affects their lives.*

- ___ 5. Discuss how culture influences music.

***Benchmark D:** Identify various careers in music.*

- ___ 6. Identify the specific skills needed to be 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: Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.

- ___ 1. Identify visual forms of expression found in different cultures.
- ___ 2. Compare and contrast art forms from various regions and cultural traditions of North America.

Benchmark B: Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.

- ___ 3. Compare and contrast the artistic styles observed in artwork from various cultures.
- ___ 4. Demonstrate the way art materials are used by artists to create different styles (e.g., paint applied spontaneously in expressionism and more carefully in minimalism).
- ___ 5. Examine how social, environmental or political issues affect design choices (e.g., architecture, public art and fashion).

Benchmark C: Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.

- ___ 5. Examine how social, environmental or political issues affect design choices (e.g., architecture, public art and fashion).

Benchmark D: Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.

- ___ 6. Explain how art galleries, museums and public art contribute to the documentation and preservation of art history.
- ___ 7. Describe the lives, works and impact of key visual artists in a selected period of United States History.

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: Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.

- ___ 1. Use observational and technical skills to achieve the illusion of depth in two-dimensional space (e.g., value, perspective and placement of objects).
- ___ 2. Explore different approaches to creating art (e.g., by artist, style or historical period).

Benchmark B: Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.

- ___ 3. Identify and communicate sources of ideas (e.g., personal experience, interests, nature or common objects) for their artworks.

Benchmark C: Achieve artistic purpose and communicate intent by selection and use of appropriate media.

- ___ 4. Apply problem-solving strategies to improve the creation of artwork.

Benchmark D: Use current, available technology to refine an idea and create an original, imaginative work of art.

- ___ 5. Use current, available technology to explore imagery and create visual effects.

Benchmark E: Identify and explain reasons to support artistic decisions in the creation of art work.

- ___ 6. Identify reasons for personal, artistic decisions.

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 strategies of art criticism to describe, analyze and interpret selected works of art.

- ___ 1. Compare and analyze how art elements and principles are used for expressive purposes (e.g., strong mood, explosive shapes and rhythmic patterns).
- ___ 2. Compare the works of different artists on the basis of purpose and style (e.g., functional/nonfunctional and representational/abstract).
- ___ 3. Explain and discuss multiple meanings in selected artworks.

Benchmark B: Present and support an individual interpretation of a work of art.

- ___ 4. Apply observation and analysis skills to derive meaning in a selected artwork and explain their thought processes.

Benchmark C: Establish and use criteria for making judgments about works of art.

- ___ 5. Use specific criteria individually and in groups to assess 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: *Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.*

- ____ 1. Pose questions that can be answered by an aesthetic study of artworks.
- ____ 2. Recognize that different assumptions and theories of art lead to different interpretations of artworks.

Benchmark B: *Analyze diverse points of view about artworks and explain the factors that shape various perspectives.*

- ____ 3. Explain how personal experience can influence choosing one artwork over another.

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 role of visual art in solving an interdisciplinary problem.*

- ____ 1. Compare and contrast how visual art is used in musical, theatrical or dance productions and provide examples.

Benchmark B: *Apply and combine visual art, research and technology skills to communicate ideas in visual form.*

- ____ 2. Use technology to conduct information

searches, research topics and explore connections to visual art.

Benchmark C: *Use key concepts, issues and themes to connect visual art to various content areas.*

- ____ 3. Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics and social studies).

Benchmark D: *Use words and images to explain the role of visual art in community and cultural traditions and events.*

- ____ 4. Investigate the types of cultural objects artists create and their role in everyday environment.