

OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
FINE ARTS CHECKLIST: DANCE  
~GRADE 6~

**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 how musical forms (e.g., call and response, canon and ABA) and music instrumentation are used in selected cultural dances.
- \_\_\_ 2. Perform dances from various cultures and describe the similarities and differences in steps and movement styles.

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

- \_\_\_ 3. Recognize and explore dance as a communal activity (e.g., European folk dance, African dance and Native American dance).
- \_\_\_ 4. Explain the role of dance in daily life across various periods and cultures and provide examples.

*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. Identify an influential choreographer and describe his/her works and dance style.

**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. Memorize and perform movement sequences with increased focus, coordination and skill.
- \_\_\_ 2. Use the elements of dance to expand their repertoire of movement vocabulary (e.g., various movements, positions or steps).
- \_\_\_ 3. Create a movement study that focuses on transitions and the process of reordering.

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

- \_\_\_ 4. Evaluate and refine their rehearsal processes.

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

- \_\_\_ 5. Memorize and rehearse a dance performance for an audience of peers and use their feedback to make improvements.

**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. Analyze the intent of the choreographer or dancer in selected dances.

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

- \_\_\_ 2. Observe and analyze how literal and abstract movements are used to create imagery and symbolism.

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

- \_\_\_ 3. Critique a dance based on how effectively the formal, technical and expressive aspects communicate a theme.

**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. State and support a personal preference for a dance style.
- \_\_\_ 2. Discuss other's views about the merits of a dance.

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

- \_\_\_ 3. Discuss the experience of performing personal, original work for others.

**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. Create movement studies that integrate dance

with musical structures (e.g., ABA and canon).

\_\_\_\_2. Demonstrate and use available technology to create and record dances.

**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. Identify a variety of career possibilities in which dance skills are useful.

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

\_\_\_\_4. Discuss risky and unsafe practices in dance.

## 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. Discuss production styles.
- \_\_\_2. Read, discuss and/or perform a play written in a time period.
- \_\_\_3. Discuss the production styles of various cultures.

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

- \_\_\_4. Compare and contrast the work of a playwright and a screenwriter.

### **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 a character using appropriate voice, posture, movement and language.

- \_\_\_2. Use sensory and emotional recall to interpret experiences as an actor.

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

- \_\_\_3. Design various technical components (e.g. scenery, sound, lighting, costume design, properties, makeup) for a particular story/scene.

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

- \_\_\_4. Select a script or story for production and choose the media to be used (e.g., live theatre, film/video, broadcast media).
- \_\_\_5. Explain the roles and responsibilities of a scenic designer, lighting designer and sound designer.

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

- \_\_\_6. Write a scripted scene that uses a plot pyramid, develops characters and employs vivid language to create a setting.

### **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. Demonstrate accurate use of dramatic/theatrical vocabulary, elements and principles.

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

- \_\_\_2. Differentiate between character types and

relationships.

- \_\_\_3. Explain how a change in a production concept would change the presentation of a dramatic/theatrical work.

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

- \_\_\_4. Evaluate the use of a production concept in an actual performance.
- \_\_\_5. Support judgments about the effectiveness of the actors' interpretations of their roles in a performance.
- \_\_\_6. Evaluate technical elements in a production.

### **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. Discuss the role of drama/theatre in their lives.

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

- \_\_\_2. Identify factors that cause changes in 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. Compare and contrast various art forms and

their creative processes to those of drama/theatre.

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

\_\_\_\_2. Use dramatic/theatrical skills to communicate concepts or ideas from other academic content areas.

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

\_\_\_\_3. Identify examples of how drama/theatre, broadcast media and film/video can influence or be influenced by politics and culture.

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

\_\_\_\_4. Collaborate in a dramatic/theatrical activity to achieve a common goal.

\_\_\_\_5. Describe what a director does.

## 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. Describe distinguishing characteristics of music forms (i.e., verse refrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/or historical periods.
- \_\_\_ 2. Examine the chronological development of various music styles.
- \_\_\_ 3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali).

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

- \_\_\_ 4. Identify selected composers and their works and place them in the appropriate historical period.

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

- \_\_\_ 5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.

**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 and notate music compositions using one or more parts.
- \_\_\_ 5. Improvise melodies over a given bass line.
- \_\_\_ 6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.
- \_\_\_ 7. Identify whole steps and half steps in the major scales.

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

- \_\_\_ 8. Recognize 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. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.
- \_\_\_ 2. Describe the principles of breathing techniques, good posture and tone production.
- \_\_\_ 3. Describe instruments used in Western traditional

instrumental ensembles and in world music ensembles.

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

- \_\_\_ 4. Analyze a piece of music with more than one movement using elements of music.

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

- \_\_\_ 5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.

**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. Practice audience etiquette in selected music settings.
- \_\_\_ 2. Attend and reflect on a variety of live music performances.

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

- \_\_\_ 3. Communicate ideas about the importance of music in everyday life.
- \_\_\_ 4. Describe the emotional connection to the musical experience.

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

- \_\_\_ 5. Critique a variety of music performances.

**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. Describe ways that music relates to other art forms using appropriate terminology.
- \_\_\_\_ 2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.
- \_\_\_\_ 3. Integrate art forms into a well-organized music presentation.

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

- \_\_\_\_ 4. Compare and contrast subject matter common to music and other subject areas.

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

- \_\_\_\_ 5. Identify different functions and uses of music in their own and other cultures.

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

- \_\_\_\_ 6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.
- \_\_\_\_ 7. Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).

## 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. Compare and contrast visual forms of expression found throughout different regions and cultures of the world.
- \_\_\_ 2. Identify universal themes (e.g., family, good versus evil and heroism) conveyed in artworks across various times and cultures.

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

- \_\_\_ 3. Analyze and demonstrate the stylistic characteristics of culturally representative artworks.

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

- \_\_\_ 4. Investigate the roles and relationships between artists and patrons and explain the effect on the creation of works of art.

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

- \_\_\_ 5. Research the role of visual art in selected periods of history using a variety of primary and secondary sources (e.g., print, electronic media and interviews with a museum curator).

**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. Demonstrate skill in changing (e.g., exaggerating and transforming) natural forms for expressive purposes.
- \_\_\_ 2. Recognize and demonstrate the qualities and characteristics of craftsmanship in original works of art.

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

- \_\_\_ 3. Explore ways that art making functions as a means of personal identification and expression.
- \_\_\_ 4. Use observation, life experiences and imagination as sources for visual symbols and images.

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

- \_\_\_ 5. Select and use appropriate materials and tools to solve an artistic problem.

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

- \_\_\_ 6. Use current, available technology to create original artworks.

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

- \_\_\_ 7. Identify and defend artistic decisions using appropriate visual art vocabulary.

**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. Use appropriate vocabulary to identify the content in works of art created for different purposes (e.g., functional, decorative, and social and personal).
- \_\_\_ 2. Explain how art elements and principles are used in artworks to produce certain visual effects (e.g., dynamic tension, textured surfaces, patterns and designs).

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

- \_\_\_ 3. Interpret selected works of art based on the visual clues in the works.
- \_\_\_ 4. Identify innovative approaches and techniques used by artists and provide examples of their cultural and social significance.

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

- \_\_\_ 5. Use criteria for self-assessment and to select and organize works of art for a portfolio.

**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. Explain what makes an object a work of art using a range of criteria (e.g., the feeling it evokes, the artist's style and choice of materials or the subject matter).
- \_\_\_\_2. Reflect on and generate a personal theory for how visual art should be viewed, interpreted and valued.

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

- \_\_\_\_3. Describe how culture, age, gender and attitude can affect a person's viewpoint on and response to visual 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 role of visual art in solving an interdisciplinary problem.*

- \_\_\_\_1. Collaborate with peers to depict major events in a selected decade of the 19th century.

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

- \_\_\_\_2. Use computer skills to organize and visually display quantitative information on a chart, map or graph.

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

- \_\_\_\_3. Compare the ways that selected ideas and concepts are communicated through the perspective of visual art and through the perspectives of other academic disciplines.

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

- \_\_\_\_4. Describe the function of art in the daily lives of their communities and cultures.
- \_\_\_\_5. Identify the ways in which science and technology influence the development of art in various cultures.