

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FINE ARTS CHECKLIST: DANCE
~GRADE 7~

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 the specific movement characteristics (e.g., time, weight and rhythm) that connect a dance to its culture.

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

- ____ 2. Compare traditional, social and theatrical dances.
- ____ 3. Explore and demonstrate dance styles from countries around the world (e.g., Asia, Africa, South America and Central America).
- ____ 4. Discuss ways that dance is integrated into a community 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. Investigate and explain how cultural/ethnic groups contribute to the development of a particular dance.

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. Perform movement sequences from a traditional dance with alignment, balance, coordination and focus.

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

- ____ 2. Develop and demonstrate competence and 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. Create a dance study that reflects a specific movement concept (e.g., transition, accumulation and retrograde).

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. Differentiate among statements of description, interpretation and evaluation and use them in discussions about dance performance.

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

- ____ 2. Analyze and describe the movement patterns and stylistic characteristics of selected dances and use well-chosen examples from the works.
- ____ 3. Analyze how the meaning in a selected dance is conveyed through its movement patterns and technical and expressive characteristics.

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

- ____ 4. Compare the experience of viewing a live dance performance with viewing a recorded version of the same dance.
- ____ 5. Differentiate among statements of description, interpretation and evaluation within a variety of published dance literature selections.

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. Recognize and discuss the difference between assessing the quality of a dance and a personal preference for a dance.

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

- ____ 2. Understand and explain how the meaning of a dance is affected by the viewer's personal experience and interests.

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. Identify, select and use literary works (e.g., poetry, artists' biographies and grade-level literature) as sources for choreographic and movement ideas.
- ____ 2. Compose a dance to enhance understanding of a concept studied in a discipline outside the arts (e.g., foreign language—cultural tradition; social studies—geographic patterns and mathematics—transformation and symmetry).

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. Research and compare two careers in dance.
- ____ 4. Identify interpersonal and intrapersonal skills necessary for learning dance.

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

- ____ 5. Develop a personal health and safety plan to participate 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. Identify the basic principles and elements of representational theatre and presentational theatre.
- ____ 2. Work in collaboration to change the production style of a dramatic/theatrical work from a past time period to the present time period.
- ____ 3. Describe the ways in which cultural traditions and perspectives are reflected in live theatre, film/video and broadcast media.

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

- ____ 4. Research and report on a playwright or screenwriter related to an assigned reading.

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 various characters using appropriate voice, posture, movement and language.
- ____ 2. Demonstrate accuracy in use of voice, movement, space and/or physical objects to express thought, feeling and 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. Document design ideas (e.g., illustrations, models, cue sheets publicity) in order to communicate them clearly to others.
- ____ 4. Explore the principles of composition to create stage environment.

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

- ____ 5. Block the action and stage positions of the characters on paper using a printed script.
- ____ 6. Explain the roles and responsibilities of a costume designer, makeup designer, properties master/mistress and choreographer.

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

- ____ 7. 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. Analyze the features of setting and the interactions of characters and conflicts and their importance in a dramatic/theatrical work.
- ____ 3. Examine how theatrical artists (e.g., actors, directors, playwrights) convey an idea or message.
- ____ 4. Analyze a live dramatic/theatrical performance (e.g., class performance, school performance, community or professional performance).

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

- ____ 5. Evaluate a theatrical artist's (e.g., actors, directors, playwrights) effectiveness in conveying a message.

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. Apply personal criteria to respond to a drama/theatre work, experience or event.

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

- ____ 2. Identify examples of drama/theatre criticism (e.g., in newspaper, magazine, on Internet).

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. Analyze the effectiveness of a given art form to communicate an idea or concept.

***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 social issue and its potential impact and/or solution.

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

____3. Explain how cultural influences affect the content or meaning of dramatic/theatrical works.

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

____4. Describe an individual's role in a collaborative effort.

____5. Describe the roles and responsibilities of performing and technical artists in drama/theatre, film/video and broadcast media.

MUSIC

Historical, Cultural and Social Contexts—

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

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

- ___1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
- ___2. Demonstrate how elements of music are used to create various music styles.
- ___3. Identify representative music examples from music literature and respond to the style of the historical period of music.

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

- ___4. Classify by composer and historical period a varied body of exemplary music works.

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

- ___5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced 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, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
- ___2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
- ___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 music compositions using one or more parts in duple, triple and mixed meters.
- ___5. Improvise melodies using major scales.
- ___6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
- ___7. Identify whole steps, half steps and intervals in 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. Identify and use key signatures.
- ___9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B \flat , E \flat , A \flat ; Strings: A, D, G, C, F].
- ___10. Read and notate melodies in bass 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: Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

- ___1. Apply music vocabulary to describe a varied repertoire of music.
- ___2. Describe use of meter and rhythm in music of various cultures.

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

- ___3. Analyze form identifying distinct sections of a larger music work.

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

- ___4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.

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. Participate in and reflect on a variety of live music performances and activities.

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

- ___3. Discuss how music preferences reflect people's values.

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

- ___4. Evaluate music performances and compositions based on elements of music.
- ___5. Develop and apply criteria based on elements of music 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. Identify similarities and differences in the meanings of common terms used in the various arts.
- ____ 2. Integrate art forms into a well-organized music presentation.
- ____ 3. Identify involvement in the arts as a listener, creator and performer.

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

- ____ 4. Describe ways that technology is used in creating, performing and listening to music.
- ____ 5. Identify problem-solving and creative thinking skills used in music.

Benchmark C: Identify various ways music affects their lives.

- ____ 6. Using elements of music, describe distinguishing characteristics of music from a variety of cultures.

Benchmark D: Identify various careers in music.

- ____ 7. Identify exemplary music role models and describe their activities and achievements in the music field.

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. Use multiple sources to research various art forms used for social, cultural or political purposes.
- ___ 2. Describe how the same subject matter (e.g., portrait, landscape and still life) is represented differently in works of art across cultures and time periods.

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

- ___ 3. Provide insight into the factors (e.g., personal experience, interest, cultural heritage and gender) that might influence an artist's style and choice of subject matter.

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

- ___ 4. List sources of visual culture in society (e.g., television, museums, movie theaters, internet and shopping malls).

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

- ___ 5. Select and organize artworks from the same historical period and analyze the relationships between the works.
- ___ 6. Create a visual product that reflects current, cultural influences.

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 a variety of techniques to create the illusion of depth.
- ___ 2. Apply the principles of design to construct a three-dimensional piece of artwork.

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

- ___ 3. Use a variety of sources to generate original ideas for art making.

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

- ___ 4. Apply observation skills to refine and improve their representational drawings (e.g., add details, improve proportion, create distinctive images and coordinate objects spatially).

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

- ___ 5. Use current, available technology as the primary medium to create an original work of art.

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

- ___ 6. Improve craftsmanship and refine ideas in response to feedback and self-assessment.

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 explain how techniques, materials and methods used by artists affect what the artwork communicates.
- ___ 2. Use appropriate vocabulary to explain how the elements and principles of art communicate different meanings.

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

- ___ 3. Interpret a work of art by analyzing the effects of history and culture on the work.

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

- ___ 4. Develop and use criteria to guide their reflections on a body of their own artworks.

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. Observe selected artworks and describe the visual features and sensory qualities that evoke feelings and emotions.

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

- ____ 2. Ask clarifying questions to explain diverse viewpoints about selected works of art.
- ____ 3. Discuss personal beliefs, values, feelings and assumptions when explaining their own perspectives on artwork and connect their responses to what they see in the work.

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. Create artwork (e.g., a satirical drawing, political cartoon or advertising campaign) that expresses a personal comment about a social, environmental or political issue.

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

- ____ 2. Apply computer skills to explore and create a range of visual effects to enhance projects and presentations.

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

- ____ 3. Demonstrate understanding of the relationship between words and images by applying text to images and images to text (e.g., write descriptions of their artworks and illustrate a scene from a literary work).

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

- ____ 4. Describe how experiences in galleries, museums and other cultural institutions can enhance daily life.