

ODE FINE ARTS GUIDELINES ~GRADE 8~ 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 key movement characteristics of different cultural dance styles.
- ____ 2. Perform and discuss social and traditional dances of early America.

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

- ____ 3. Examine and discuss the ways that different events (e.g., cultural, political, social and technological) impact dance and dance development.
- ____ 4. Share specific examples of how dance functions in the lives of people of different ages and genders including their own.

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. Research a historically significant choreographer and describe his/her contribution to dance history.

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 a variety of movement sequences with focus, alignment, balance, coordination and increased strength and flexibility.
- ____ 2. Create a movement study focused on weight sharing, partnering and contrasting/complimentary shapes.

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

- ____ 3. Create a movement study that has clear intent, explores dance elements and uses choreographic principles.

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

- ____ 4. Demonstrate and explain how the use of different accompaniment (e.g., sound, music, lighting and text) enhances artistic expression and dance performance.

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 relevance of setting to the mood and meaning of a dance performance.
- ____ 2. Analyze and interpret two dance performances on the basis of their stylistic characteristics.

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

- ____ 3. Identify and analyze how recurring themes are communicated across traditional and contemporary dance performances.

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

- ____ 4. Compare personal responses to a selected dance with those of a dance critic.

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. Articulate the value of dance as a means of communication for themselves and for others.

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

- ____ 2. Explore questions about the experience of learning to dance.

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 and compare similar approaches to the artistic process used across the visual and performing arts disciplines (e.g., creating, performing/producing and responding).
- ____ 2. Compare the creative process in dance to the creative process in other arts disciplines (e.g., perceiving, responding, creating and communicating).

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. Recognize and discuss how participation in dance develops skills that are valuable and applicable to other careers.

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

- ____ 4. Use practice, rehearsal and performance skills to demonstrate the proper preparation for exercise or dance.
- ____ 5. Create a personal warm-up to use before class, rehearsal or a performance.

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. Compare and contrast why one style of performance is more appropriate to a given story or message.
- ____ 2. Identify principles and elements of a dramatic/theatrical work from a specific time period.
- ____ 3. Change the production styles of a dramatic/theatrical work from one cultural perspective to another.

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

- ____ 4. Compare and contrast two playwrights and/or screenwriters 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 various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution.

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

- ____ 2. Use a variety of media/resources (i.e., setting, lighting, sound, properties, costume design and makeup) to create an appropriate environment for a scene.

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

- ____ 3. Identify the responsibilities of the actor to the director, stage manager, production staff, other actors, audience and playwright.
- ____ 4. Explore the collaboration necessary between a director and the technical and business staff/crews.

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

- ____ 5. Create a new ending for a scripted drama/theatre piece to create a different tone for the piece.
- ____ 6. Write a scripted piece that sustains readers' interest by pacing, action and developing an engaging plot (e.g., tension and suspense).

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. Discuss the collaborative nature of drama/theatre.
- ____ 3. Explain how a playwright's choice of form, style and period affects the expression of a theme or topic.
- ____ 4. Discuss how the whole of a dramatic/theatrical experience is more than the sum of its parts.

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

- ____ 5. Apply accepted standards of criteria to evaluate a dramatic/theatrical work.

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. Refine 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.

- ____ 1. Compare personal opinions with those of critics 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. Use drama/theatre to transform an idea/concept/story expressed through dance, visual art or music.

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

- ____2. Explain how dramatic/theatrical skills are used in other disciplines.

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

- ____3. Compare and contrast how dramatic/theatrical works from different cultures and time periods convey the same or similar ideas and concepts.

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

- ____4. Identify the drama/theatre knowledge, skills and discipline needed to pursue a chosen career.
- ____5. Identify specific factors to consider in choosing a career in drama/theatre, film/video or 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. Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
- ____3. Compare representative music examples from different historical time periods.

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

- ____4. Compare and contrast selected composers and their works.

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

- ____5. Discuss how current developments in music reflect society in reference to themselves, their community and the world around them.

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 and minor 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 and natural minor scales.
- ____8. Read and notate melodies in bass clef.

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

- ____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].

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. Compare and contrast a varied repertoire of music

on the basis of how elements of music are used to make the works unique and expressive.

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

- ____2. Identify components of larger music works (e.g., symphony, Mass, concerto).
- ____3. Identify distinct sections in a larger music work aurally.

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

- ____4. Use appropriate criteria to support personal preferences for specific music works.

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. Explain how and why people use and respond to music.

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. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.
- ____ 2. Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms.

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

- ____ 3. Use technology in creating, performing and/or researching music.
- ____ 4. Use problem-solving and creative thinking skills experienced in other disciplines in music.

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

- ____ 5. Identify various uses of music in their daily \ experiences.
- ____ 6. Describe characteristics that make their music of choice applicable to their daily experiences.

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

- ____ 7. Identify nonperforming careers in music.

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. Explain how social, cultural and political factors affect what artists, architects or designers create.
- ___2. Discuss the role and function of art objects (e.g., furniture, tableware, jewelry and pottery) within cultures.

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

- ___3. Identify artworks that make a social or political comment and explain the messages they convey.

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

- ___4. Identify examples of visual culture (e.g., advertising, political cartoons, product design and theme parks) and discuss how visual art is used to shape people's tastes, choices, values, lifestyles, buying habits and opinions.
- ___5. Consider and discuss how contemporary artworks contribute to an influence the future of art.

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

- ___6. Relate major works of art throughout time to the appropriate historical art movement.

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. Identify and apply criteria to assess content and craftsmanship in their works.

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

- ___2. Demonstrate an enhanced level of craftsmanship in original two- and three-dimensional art products.

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

- ___3. Experiment with style and demonstrate how the same subject can be portrayed in different ways (e.g., a self-portrait interpreted in expressionism and through abstraction).

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

- ___4. Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks.

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

- ___5. Explain and defend their 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. Observe a selected work of art and explain how the artist's choice of media relates to the ideas and images in the work.
- ___2. Identify professions that use art criticism (e.g., artist, museum curator, art critic and art appraiser).

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

- ___3. Explain how personal experience influences their opinions of artworks.

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

- ___4. Analyze and discuss qualities in the artwork of peers to better understand the qualities in 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. Recognize how reflection can change beliefs about the nature and value of art.
- ____ 2. Articulate an understanding of different aesthetic theories (e.g., formal, expressive and contextual) related to viewing and interpreting artworks.

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

- ____ 3. Compare their viewpoints about a selected work of art with an art critic's viewpoint of the same 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. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic and scientific).

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

- ____ 2. Achieve an effective balance between creating computer-generated images and drawing their own original images.

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

- ____ 3. Collaborate (e.g., with peers or a community artist) to create a thematic work that incorporates visual art.

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

- ____ 4. Identify how aspects of culture influence ritual and social artwork.
- ____ 5. Explore ways to communicate and support the importance of art in their communities (e.g., become an arts advocate, a volunteer or member of a professional arts organization or patron of the arts).