

# ODE FINE ARTS GUIDELINES

## ~GRADE 9~

### 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:** Synthesize contextual information about culturally representative dances to understand and explain their development.*

- \_\_\_ 1. Describe the influences of gender, class, ethnicity and geography on traditional, social and theatrical dance.
- \_\_\_ 2. Discuss innovations (e.g., computer movement, electronic media and technical theatre developments) that have affected contemporary dance production.

***Benchmark B:** Explain how dance is a meaningful expression of culture.*

- \_\_\_ 3. Analyze and discuss the relationship between form and meaning in dances of different cultures.

***Benchmark C:** Explain ways in which works of dance relate to the themes and issues of their historical, cultural and social contexts.*

- \_\_\_ 4. Select a universal, recurring theme in the arts and analyze how it is expressed through dance across different cultures.

**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:** Demonstrate alignment, articulation, strength, flexibility, agility, coordination and focus while dancing.*

- \_\_\_ 1. Perform movement sequences with technical awareness and focus.

***Benchmark B:** As a soloist or with an ensemble, perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways and forms).*

- \_\_\_ 2. Identify and demonstrate established dance styles.
- \_\_\_ 3. Compose a small-group study that explores spatial relationships.
- \_\_\_ 4. Perform a dance that demonstrates increased technical skill, dynamic range and expression for an audience.

***Benchmark C:** Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.*

- \_\_\_ 5. Compose a dance that demonstrates personal movement preferences and a range of movement vocabulary.

***Benchmark D:** Review, revise and refine an original dance with attention to the full production value.*

- \_\_\_ 6. Apply review and revision processes to improve personal dance works.
- \_\_\_ 7. Develop a personal system of notating movement phrases and studies.

**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:** Synthesize knowledge of all aspects of a dance performance (e.g., dance elements, choreography, performance skills, staging, theatrical elements and sound) to interpret and evaluate dances.*

- \_\_\_ 1. Observe a variety of performances and describe the dance and theatrical elements.

***Benchmark B:** Analyze and interpret recognized works of dance by a variety of choreographers.*

- \_\_\_ 2. Analyze the stylistic devices used by a choreographer and determine the effects on dance performance.
- \_\_\_ 3. Determine and articulate the relationship between movement and sound in a dance.

***Benchmark C:** Use established criteria to assess the effectiveness of dance and theatrical elements in communicating meaning.*

- \_\_\_ 4. Discuss how elements of production (e.g., costumes, lights, props, sound and venue) affect the meaning of a dance.

***Benchmark D:** Critique a dance and justify opinions using a defined set of criteria.*

- \_\_\_ 5. Use recognized, exemplary works of dance to identify criteria for assessing outstanding dance performance.

**Valuing the Arts/Aesthetic Reflection—Students inquire about the nature and experience of dance in their lives. They reflect on the significance and value of dances they observe and perform. Students present points of view about dance and respond thoughtfully to others' points of view.**

***Benchmark A:** Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance).*

- \_\_\_ 1. Differentiate between aesthetic statements and questions about dance experiences and general, objective statements.
- \_\_\_ 2. Identify and raise aesthetic questions about dance experiences (e.g., questions related to the significance, beauty and intent of the dance).

**Benchmark B:** *Articulate and justify a philosophy of dance and cite sources (e.g., personal experience, professionals in the field and artists' biographies) that contributed to their thinking.*

- \_\_\_\_3. Determine the basis (e.g., personal experience, interest, gender, age and culture) for their viewpoints about a selected 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:** *Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.*

- \_\_\_\_1. Compare and contrast dance and other arts disciplines on the basis of art elements, common themes and ways of communicating meaning.
- \_\_\_\_2. Select and research a theme or topic studied in another content area and compose a dance to enhance understanding of the topic.

**Benchmark B:** *Explain how the study of dance provides knowledge and skills essential to life, personal health and effective work in various careers.*

- \_\_\_\_3. Recognize and discuss how participation in dance develops skills that are valuable and applicable to other careers.

**Benchmark C:** *Create an individual advocacy statement in support of dance and dance education.*

- \_\_\_\_5. Explain the concept of arts advocacy and its importance to dance and dance education.

## **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: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.*

- \_\_\_ 1. Explain why one style of performance is more appropriate to a given story or message than another style.
- \_\_\_ 2. Compare and contrast the principles and elements of a dramatic/theatrical work from various time periods.
- \_\_\_ 3. Describe how dramatic/theatrical literature and production film/video and broadcast media reflect the concerns of their time.
- \_\_\_ 4. Explain how live theatre, film/video and broadcast media reflect the artistic and social values and accomplishments of civilization.

*Benchmark B: Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history.*

- \_\_\_ 5. Compare and contrast two playwrights and/or screenwriters of two distinct theatre time periods.

### **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: Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.*

- \_\_\_ 1. Distinguish between the voice used in life situations and the voice used in performance situations.
- \_\_\_ 2. Manipulate vocal qualities, posture, movement and language to express a variety of characters.
- \_\_\_ 3. Develop and effectively use audition skills.

*Benchmark B: Effectively use technology and/or resources to mount a performance.*

- \_\_\_ 4. Determine costumes and makeup needed to create a character.
- \_\_\_ 5. Use technical elements safely to focus attention, establish mood, locale and time, and support plot.
- \_\_\_ 6. Apply the principles of composition to create an effective stage.
- \_\_\_ 7. Summarize the costs (e.g., for props, scenery, costumes, royalties) of mounting a dramatic/theatrical production.
- \_\_\_ 8. Pre-block and direct peers in a scene.

*Benchmark C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.*

- \_\_\_ 9. Write a dramatic or tragic scene incorporating elements of drama.

### **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: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.*

- \_\_\_ 1. Use accurate terminology in dramatic/theatrical activities.

*Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.*

- \_\_\_ 2. Determine how a theatrical device can be used to communicate an author's or playwright's intent.
- \_\_\_ 3. Explain how a theatrical artist's (e.g., actors, directors, playwrights) use of symbols helps create meaning in a dramatic/theatrical work.
- \_\_\_ 4. Explain the changes that occur as a result of self-evaluation as an artist or audience member.

*Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.*

- \_\_\_ 5. Compare and contrast a traditional interpretation of a dramatic/theatrical work with nontraditional interpretation.
- \_\_\_ 6. Evaluate variations of universal themes across different time periods and cultures.

### **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 their responses to a drama/theatre event based on their personal drama/theatre philosophies.*

- \_\_\_ 1. Explain the role of drama/theatre in their lives.

*Benchmark B: Respect diverse opinions regarding drama/theatre preferences.*

- \_\_\_ 2. Identify culturally diverse opinions about a

drama/theatre event.

### **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:** Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience.*

\_\_\_\_ 1. Demonstrate the integration of several arts media in a presentation.

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

\_\_\_\_ 2. Apply dramatic/theatrical skills in other academic content areas.

***Benchmark C:** Explain how the arts are an index to social values and accomplishments of a civilization.*

\_\_\_\_ 3. Describe ways in which drama/theatre can reveal universal concepts with references to specific works.

***Benchmark D:** Engage in activities that lead to continued involvement in theatre.*

\_\_\_\_ 4. Identify the purposes of a portfolio and resume.  
\_\_\_\_ 5. Describe the established standards of the theatre profession.

# MUSIC

## **Historical, Cultural and Social Contexts**—

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

*Benchmark A: Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.*

- \_\_\_1. Recognize and describe form in music literature of various historical periods.
- \_\_\_2. Compare various music styles from the United States, other cultures and historical periods.
- \_\_\_3. Recognize and classify Western music literature by historical periods.
- \_\_\_4. Discuss and perform music literature from various composers.

*Benchmark B: Research and explain how music and composers both influence and are influenced by society and culture.*

- \_\_\_5. Identify the social context from which music of various cultures evolved.

## **Creative Expression and Communication**—

**Students sing, play instruments, improvise, compose, read and notate music.**

*Benchmark A: Sing and/or play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.*

- \_\_\_1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.

- \_\_\_2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.
- \_\_\_3. Respond appropriately to the cues of a conductor or section leader.
- \_\_\_4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group.
- \_\_\_5. Demonstrate sight-reading abilities.

*Benchmark B: Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.*

- \_\_\_6. Improvise over given chord progressions and symbols.
- \_\_\_7. 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; Vocal/Choral: A, D, G, C, F, B $\flat$ , E $\flat$ ].
- \_\_\_8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.
- \_\_\_9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.
- \_\_\_10. Define vocabulary in all rehearsed and performed music.

**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: Analyze and evaluate music selections based upon established criteria.*

- \_\_\_1. Analyze conducting patterns and gestures as they relate to music selections.
- \_\_\_2. Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.
- \_\_\_3. Describe basic terminology and symbols used in a varied repertoire of music.

*Benchmark B: Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.*

- \_\_\_4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.

*Benchmark C: Analyze common harmonic progressions in selected repertoire aurally.*

- \_\_\_5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.

*Benchmark D: Apply appropriate, established criteria to evaluate a variety of music performances.*

- \_\_\_6. Develop and apply criteria for evaluating quality and effectiveness of their performances and compositions and those of others.

**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: Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.*

- \_\_\_1. Assess how elements of music are used in a work to create images or evoke emotions.

*Benchmark B: Explain how people differ in their music preferences based on their personal experiences.*

- \_\_\_2. Discuss how people from different backgrounds use and respond to music.

*Benchmark C: Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.*

- \_\_\_3. Select music works and performances based on knowledge of music concepts.

## **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.

that represent skills, abilities and accomplishments (e.g., developing a portfolio).

***Benchmark A:** Articulate similarities and differences between music and other content areas.*

- \_\_\_ 1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.
- \_\_\_ 2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera).
- \_\_\_ 3. Apply problem-solving and creative thinking skills used in music to other content areas.

***Benchmark B:** Apply technology in creating, performing and/or researching music.*

- \_\_\_ 4. Explain the role of technology in creating, performing and listening to music.
- \_\_\_ 5. Incorporate subject matter common to music and other academic areas into a music presentation.

***Benchmark C:** Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.*

- \_\_\_ 6. Describe the role of music and musicians in various cultures.

***Benchmark D:** Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.*

- \_\_\_ 7. Determine criteria to select music experiences

## 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: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.*

- \_\_\_1. Discuss the roles of visual art forms within social contexts.
- \_\_\_2. Explain the relationship of a selected work of art to the time period in which it was created.
- \_\_\_3. Research and describe the cultural values in various traditions that influence contemporary art media.

*Benchmark B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.*

- \_\_\_4. Compare and contrast the stylistic characteristics of visual art from one historical period with the those of the previous time period.

*Benchmark C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.*

- \_\_\_5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins.
- \_\_\_6. Explain how art history interrelates with the study of aesthetics, criticism and art making.

*Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.*

- \_\_\_7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.

### **Creative Expression and Communication**—

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

*Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.*

- \_\_\_1. Demonstrate perceptual skill when drawing from direct observation.

*Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.*

- \_\_\_2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas.
- \_\_\_3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.

*Benchmark C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.*

- \_\_\_4. Explain artistic processes from conceiving an idea to completing a work of art.
- \_\_\_5. Develop criteria for assessing the quality of their artworks.

**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 knowledge and skills of art criticism to conduct in-depth analyses of works of art.*

- \_\_\_1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett).
- \_\_\_2. Explain how form and media influence artistic decisions.

*Benchmark B: Explain how form, subject matter and context contribute to meanings in works of art.*

- \_\_\_3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work.

*Benchmark C: Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.*

- \_\_\_4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art.
- \_\_\_5. Analyze and describe the visual aspects of their own artworks and the work of others.

**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: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.*

- \_\_\_1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.

**Benchmark B:** Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.

- \_\_\_\_2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.

**Benchmark C:** Judge the merit of selected artworks and provide the aesthetic basis for their positions.

- \_\_\_\_3. Research and explain various aesthetic theories in visual art.
- \_\_\_\_4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives.

## **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:** Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.

- \_\_\_\_1. Survey various art theories or movements and make a presentation (e.g., oral, written, visual or multimedia) to explain one of them.

**Benchmark B:** Formulate and solve a visual art problem using strategies and perspectives from other disciplines.

- \_\_\_\_2. Research and compare how visual art is used in a musical, theatre or dance production.
- \_\_\_\_3. Research and provide examples that show the relationship of visual art to other subjects in the curriculum (e.g., English language arts, mathematics, social studies and science).

**Benchmark C:** List and explain opportunities for lifelong involvement in the visual arts.

- \_\_\_\_4. Research and report on careers in the visual arts and identify the experience, education and training needed for each one.
- \_\_\_\_5. Investigate opportunities for lifelong involvement in the arts and arts-related careers.