

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: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.

- ____ 1. Explain when to observe and listen, and when to speak.

Benchmark B: Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods.

- ____ 2. Listen to stories, myths and/or fairy tales from various time periods and cultures.

Benchmark C: Explain the role of writers in creating live theatre, film/video and broadcast media.

- ____ 3. Describe what a writer does.

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: Sustain characters with consistency in classroom dramatizations.

- ____ 1. Imitate movements, voices and feelings of people, animals and objects through dramatic play.
____ 2. Perform group pantomimes and improvisations to retell familiar stories.

Benchmark B: Create places/spaces where performances can be staged.

- ____ 3. Create a physical environment for a story (e.g., arrange classroom furniture to represent a specific place or situation, suggest lighting and/or sound effects, express mood and choose clothing pieces for the characters in the story).

Benchmark C: Demonstrate various ways to stage classroom dramatizations.

- ____ 4. Identify areas in the community, in a school or in a classroom where a performance could be staged for an audience.

Benchmark D: Communicate a story through storytelling or scripted screen work.

- ____ 5. Tell a story based on personal experience and include who and what.
____ 6. Retell or summarize a story after listening to it.

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 dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.

- ____ 1. Use appropriate dramatic/theatrical vocabulary (e.g., actor, audience) to describe dramatic/theatrical experiences.
____ 2. Identify the characters, place and time in a story.

Benchmark B: Explain the impact of choices made by artists (e.g. playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.

- ____ 3. Predict the ending of a story or performance.

Benchmark C: Apply criteria for evaluating a theatrical work.

- ____ 4. Explain a personal response to a dramatic/theatrical experience.

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: Apply personal criteria for evaluating drama/theatre works or experiences.

- ____ 1. Indicate an emotional response to a drama/theatre work or experience.

Benchmark B: Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.

- ____ 2. Recognize that there are opinions other than their own.

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: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.

- ____ 1. Identify and describe similarities among art

forms.

- ____ 2. Use drama/theatre to communicate information from other academic content areas.

Benchmark B: *Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.*

- ____ 3. Retell stories from various cultures.
- ____ 4. Work cooperatively to perform or dramatize a story.

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 and demonstrate basic music forms.

___1. Identify and demonstrate same and different.

Benchmark B: Identify and respond to music of historical and cultural origins.

___2. Sing songs representing their cultures.

___3. Sing, listen and move to music from various historical periods.

___4. Identify, listen and respond to music of different composers.

Benchmark C: Recognize the interaction of people in music.

___5. Recognize how sounds and music are used in daily lives.

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

Benchmark A: Sing and/or play instruments alone and with others, demonstrating a variety of repertoire using proper technique, accurate rhythm and pitch, and appropriate expressive qualities.

___1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.

___2. Use the head voice to produce a light, clear sound.

___3. Play, alone and with others, a variety of classroom instruments with proper technique.

Benchmark B: Read, write, improvise and compose melodies and accompaniments.

___4. Improvise movement to songs and recorded music.

___5. Use icons to represent the beat.

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: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

___1. Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).

___2. Listen and respond to various music styles (e.g., march).

Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

___3. Identify the sources of a wide variety of sounds.

Benchmark C: Discuss and evaluate individual and group music performance.

___4. Identify when an individual is performing.

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 their own performances and the performances of others.

___1. Participate in developmentally appropriate music activities.

Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.

___2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods, or images and influences personal preferences.

___3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).

___4. Listen and respond to various music styles (e.g., march, lullaby).

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: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

___1. Use music and/or found sounds together with dance, drama and visual art.

___2. Observe connections between music experiences and another curricular subject (e.g., English language arts).

Benchmark B: Describe how music is used in various cultures in the United States.

___3. Sing songs representing their cultures.

Benchmark C: *Identify and describe roles of musicians in various music settings.*

____ 4. Identify a musician.

VISUAL ART

Historical, Cultural and Social Contexts—Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Benchmark A: Recognize and describe visual art forms and artworks from various times and places.

- ___1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures.

Benchmark B: Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

- ___2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions.

Benchmark C: Identify and describe the different purposes people have for creating works of art.

- ___3. Recognize that people create works of art and art objects for different purposes.

Benchmark D: Place selected visual art exemplars (e.g. artists art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.

- ___4. Use words or pictures to tell how art is made by selected artists.

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 knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

- ___1. Explore and experiment with a variety of art materials and tools for self-expression.
___2. Identify and name materials used in visual art.

Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.

- ___3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, paintings and ceramics).

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

- ___4. Generate ideas and images for artwork based on memory, imagination and experience.

Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.

- ___5. Select and share favorite original 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: Identify and describe the visual features and characteristics in works of art.

- ___1. Respond to artworks by pointing out images and subject matter.
___2. Relate their own experiences to what they see in works of art.
___3. Recognize the similarities and differences between artistic styles.

Benchmark B: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

- ___4. Ask and answer questions about the main ideas and stories in artworks.
___5. Describe how selected artworks make them feel, and use examples from the works to explain why.

Benchmark C: Contribute to the development of criteria for discussing and judging works of art.

- ___6. Select and share favorite visual works of art and tell their reasons for choosing them.

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: Apply basic reasoning skills to understand why works of art are made and valued.

- ___1. Reflect on and ask questions about why people make art.

Benchmark B: Form their own opinions and views about works of art and discuss them with others.

- ___2. Recognize that people have different viewpoints about works of art.

Benchmark C: Distinguish and describe the aesthetic qualities in works of art.

____3. Notice and point out different ways that an artwork expresses a feeling or a mood.

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 relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.*

____1. Use visual symbols to represent the rhythms, beats and sounds they hear in music.

***Benchmark B:** Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.*

____2. Connect words and images by sketching or illustrating a favorite part of a story.

***Benchmark C:** Create and solve an interdisciplinary problem using visual art processes, materials and tools.*

____3. Create artwork that explores a central theme across disciplines (e.g., family communication and culture).

***Benchmark D:** Describe how visual art is used in their communities and the world around them and provide examples.*

____4. Recognize when and where people create, observe and respond to visual art.