New Hampshire Arts

Grades 5, 6, 7, 8

Adopted 2001

Dance K-12

1: Identify and demonstrate movement elements and skills in performing dance.

a demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery;

b. identify and demonstrate basic dance steps, positions, and patterns for dance from various styles;

c. transfer a spatial pattern from the visual to the kinesthetic;

d. transfer a rhythmic pattern from the aural to the kinesthetic;

e. identify and demonstrate a range of dynamics or movement qualities;

f. demonstrate increasing concentration, focus and kinesthetic awareness in performing movement skills;

g. reproduce movement phrases of varying length, dynamic qualities, and technical skill;

h. analyze action and movement elements observed in a dance.

2: Identify choreographic principles.

a. demonstrate symmetrical and asymmetrical design elements alone, with a partner, or with a group;

b. create contrasting and complimentary shapes, giving and taking of weight and developing relationships in near and far space with a partner or a group;

c. demonstrate varying structures and forms of composition, such as: AB, ABA, canon, call and response, and narrative;

d. use improvisation to build movement vocabulary;

e. demonstrate the processes of reordering and chance in structuring movement sequences;

f. use cooperative learning skills in a small group during the choreographic process.

3: Recognize dance as a way to create and communicate meaning.

a. compare and contrast the difference between pantomiming and abstracting gesture;

b. analyze how different accompaniment, such as sound, music, or spoken text, can affect the meaning of a dance;

c. demonstrate how lighting, costuming, and setting can contribute to the meaning of a dance;

d. create a dance that communicates a topic of personal significance.

4: Apply and demonstrate critical and creative thinking skills in dance.

a. create a movement problem and demonstrate multiple solutions; choose the most interesting solution and discuss the reasons for the choice;

b. demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way;

c. compare and contrast two dance compositions in terms of space, time and force/energy;

d. identify possible aesthetic criteria for evaluating dance.

5: Recognize and demonstrate dance in various cultures and historical periods.

a. understand the evolution of classical dance forms from various cultures, such as ballet, East Indian or flamenco, and perform basic movement in one form;

b. understand the evolution of twentieth century American social and theatrical dance, such as the Charleston, the Lindy, tap, jazz and modern and perform basic movements;

c. learn folk and social dances from a variety of cultures or time periods, utilizing resources from the community;

d. identify the role of dance in different cultures or time periods.

6: Make connections between dance and healthful living.

a. identify personal goals and how aspects of dance can be used to meet these goals; identify steps they are taking to reach their goals;

b. explain strategies to prevent dance injuries;

c. create their own warm-up movements; discuss how that warm-up prepares the body and mind for expressive purposes;

d. know that people use a variety of movement therapies, such as occupational therapy and Feldenkrais, and movement forms, such as Tai Chi and yoga, to improve their health and well being.

7: Make connections between dance and other disciplines.

a. identify a project that reveals similarities between two arts disciplines;

b. observe the same dance both live and recorded on video; compare the aesthetic impact of the two observations.

8: Identify the range of careers in the field of dance.

a. describe the value and significance of dance in everyday life;

b. describe a variety of performance, production, and related careers in dance;

c. identify the range of opportunities for individual skills to be used in local dance productions.

Music K-12

1: Sing, alone and with others, a varied repertoire of music.

a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;

b. sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2 on a scale of 1 to 6, including some songs performed from memory;

c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed;

d. sing music written in two and three parts.

e. sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory.

2: Perform on instruments, alone and with others, a varied repertoire of music.

a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control;

b. perform, with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6;

c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed;

d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

a. perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.

3: Improvise melodies, variations, and accompaniments.

a. improvise simple harmonic accompaniments;

b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys;

c. improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality.

4: Compose and arrange music within specified guidelines.

a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;

b. arrange simple pieces for voices or instruments other than those for which the pieces were written;

c. use traditional and nontraditional sound sources and electronic media when composing and arranging.

5: Read and notate music.

a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures;

b. read at sight simple melodies in both the treble and bass clefs;

c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;

d. use standard notation to record their musical ideas and the musical ideas of others;

e. (for choral/instrumental students) sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.

6: Listen to, analyze, and describe music.

a. describe specific music events in a given aural example, using appropriate terminology;

b. analyze how elements of music are expressed in diverse genres and cultures;

c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

7: Evaluate music and music performances.

a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing;

b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music.

8: Understand relationships among music, the other arts, and disciplines outside the arts.

a. compare in two or more arts how the characteristic features of each art discipline can be used to transform similar events, scenes, emotions, or ideas into works of art;

b. describe ways in which the principles and subject matter of other disciplines are related to those of music.

9: Understand music in relation to history and culture.

a. describe distinguishing characteristics of representative music genres and styles from different cultures;

b. classify by genre, style, historical period, composer, or title bodies of exemplary musical works and explain the characteristics that cause each work to be considered exemplary;

c. compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world.

10: Identify the range of careers in the field of music

a. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers;

b. identify professions where skills of arranging, composing and conducting music are used;

c. identify local, national, or international individuals who are composers/arrangers of music;

d. identify occupations that require people to evaluate music and music performances;

e. recognize that music-related careers exist in musical production and direction.

Theatre K-12

1: Students will create theatre through improvising, writing and refining scripts.

a. create, individually and in groups, characters, environments, and actions that create tension and suspense;

b. refine and record dialogue and action;

c. write simple scripts.

2: Students will act by developing, improvising, communicating and sustaining characters.

a. analyze descriptions, dialogue, and actions, in order to explain character motivation;

b. invent character behaviors that align with the nature of a given script;

c. demonstrate artistic choices, such as body alignment and diction, that develop characterizations;

d. sustain character during ensemble interactions.

3: Students will design and produce the technical elements of theatre through artistic interpretation and execution.

a. describe and use the relationships among scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for the drama;

b. analyze improvised and scripted scenes for technical requirements;

c. design stage environments, including setting, sound and light from traditional and nontraditional sources;

d. work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments;

e. select or create costumes and make up to suggest character.

4: Students will direct by planning or interpreting works of theatre by organizing and conducting rehearsals.

a. lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes;

b. through the use of theatre elements, demonstrate social, group, and consensus skills;

c. explore the uses of the stage to enhance dramatic value;

d. develop staging and blocking techniques.

5: Students will research, evaluate and apply cultural and historical information to make artistic choices.

a. apply research from print and other sources to script writing, acting, design, and directing choices.

6: Students will make curriculum connections among theatre, the arts, and other disciplines.

a. describe and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts;

b. incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes;

c. express and compare personal reactions to several art forms;

d. describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts;

e. describe ways in which the principles and subject matter of theatre and other arts disciplines are interrelated.

7: Students will analyze, critique and construct meanings from works of theatre.

a. describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances;

b. articulate and support the meanings constructed from dramatic performances;

c. use articulated criteria to describe, analyze, and constructively evaluate the effectiveness of artistic choices found in dramatic performances;

d. describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers, and directors) to the collaborative process of developing improvised and scripted scenes.

8: Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures, historical periods and everyday life.

a. describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects culture;

b. analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures;

c. explain how culture affects the content and production values of dramatic performances;

d. explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk, sympathy, and empathy apply in theatre and daily life;

e. describe the value and significance of theatre in their daily lives.

9: Understand the range of careers in the field of theatre arts and identify careers associated with this field.

a. identify a variety of performance and production related careers in theatre arts (such as actor, technician, stage manager, and designer);

b. identify and experience New Hampshire theatre resources;

c. explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media.

Visual Arts K-12

1: Apply appropriate media, techniques, and processes.

a. select media and analyze how it effectively communicates and expresses ideas;

b. use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas;

c. express and communicate ideas symbolically and realistically;

d. use increasingly complex art materials and tools in a safe and responsible manner.

2: Identify and apply the elements of visual art and principles of design.

a. recognize and reflect on the effects of arranging visual characteristics in works of art;

b. select and use the elements of art and principles of design to improve communication and expression of ideas;

c. describe and analyze visual characteristics of works of art using visual arts terminology.

3: Select and apply a range of subject matter, symbols and ideas.

a. use subjects, themes, and symbols that communicate and express intended meaning in their artwork;

b. consider and compare the sources for subject matter, symbols, and ideas in their own and others' work.

4: Analyze the visual arts in relation to history and culture.

a. compare the characteristics of works of art representing various cultures, historical periods, and artists;

b. describe and place a variety of art objects by style and artist, and by historical and cultural contexts;

c. describe how a given work of art can be interpreted differently in various cultures and time;

d. analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art;

e. identify artists who have used New Hampshire and New England as their subject and know where such works may be viewed;

f. create a work of art that reflects historical and/or cultural context;

5: Analyze, interpret and evaluate their own and others' artwork.

a. compare multiple purposes for creating works of art;

b. analyze the meanings of contemporary and historic artworks;

c. evaluate the quality and effectiveness of their own and others' work by using specific criteria;

d. compare a variety of individual responses to their own art works;

e. describe their own responses to, and interpretation of, specific works of art;

f. describe their own artistic growth over time in relation to specific criteria.

6: Students will make connections among the visual arts, other disciplines, and daily life.

a. compare characteristics of works of art and other art forms that share similar subject matter, themes and purposes;

b. create art work that reflects the connections among visual arts and other disciplines;

c. apply the principles of design in solving a visual arts problem.

7: Understand the range of careers in the field of visual arts and identify careers associated with this field.

a. identify visual artists who are recognized locally, nationally, and internationally;

b. describe occupations in which knowledge of design principles is important, such as fashion, manufacturing, advertising and web design.