

# Grades 6, 7, 8

Adopted 2002

## Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

- A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements
    - Dance: energy/force, space, time
    - Music: duration, intensity, pitch, timbre
    - Theatre: scenario, script/text, set design
    - Visual Arts: color, form/shape, line, space, texture, value
  - Principles
    - Dance: choreography, form, genre, improvisation, style, technique
    - Music: composition, form, genre, harmony, rhythm, texture
    - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
    - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony
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- B.** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Dance: move, perform, read and notate dance, create and choreograph, improvise
  - Music: sing, play an instrument, read and notate music, compose and arrange, improvise
  - Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
  - Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media
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- C.** Identify and use comprehensive vocabulary within each of the arts forms.
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- D.** Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
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- E.** Communicate a unifying theme or point of view through the production of works in the arts.
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- F.** Explain works of others within each art form through performance or exhibition.
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- G.** Explain the function and benefits of rehearsal and practice sessions.
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- H.** Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- Analyze the use of materials.
  - Explain issues of cleanliness related to the arts.
  - Explain the use of mechanical/electrical equipment.
  - Demonstrate how to work in selected physical space/environment.
  - Demonstrate the selection of safe props/stage equipment.
  - Demonstrate methods for storing materials in the arts.

- I. Know where arts events, performances and exhibitions occur and how to gain admission.**
- J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.**
  - Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).**
  - Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).**
- K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.**

## Historical and Cultural Contexts

- A. Explain the historical, cultural and social context of an individual work in the arts.**
- B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).**
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).**
- D. Analyze a work of art from its historical and cultural perspective.**
- E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)**
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.**
- G. Relate works in the arts to geographic regions:**
  - Africa**
  - Asia**
  - Australia**
  - Central America**
  - Europe**
  - North America**
  - South America**
- H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.**
- I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).**
- J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).**
- K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).**

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- L.** Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
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**Critical Response**

- A.** Know and use the critical process of the examination of works in the arts and humanities.
  - Compare and contrast
  - Analyze
  - Interpret
  - Form and test hypotheses
  - Evaluate/form judgments
- B.** Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).
- C.** Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).
- D.** Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- E.** Interpret and use various types of critical analysis in the arts and humanities.
  - Contextual criticism
  - Formal criticism
  - Intuitive criticism
- F.** Apply the process of criticism to identify characteristics among works in the arts.
- G.** Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).
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**Aesthetic Response**

- A.** Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).
- B.** Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).
- C.** Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).
- D.** Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).