

Grades K, 1, 2, 3

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.** Recognize and use fundamental vocabulary within each of the arts forms.
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- D.** Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
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- E.** Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
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- F.** Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).
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- G.** Recognize the function of rehearsals and practice sessions.
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- H.** Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used.
 - Identify issues of cleanliness related to the arts.
 - Recognize some mechanical/electrical equipment.
 - Recognize differences in selected physical space/environments.
 - Recognize the need to select safe props/stage equipment.
 - Identify methods for storing materials in the arts.
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- I.** Identify arts events that take place in schools and in communities.

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- J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.**
 - Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
 - Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
 - K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.**
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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).**
 - 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.** Recognize critical processes used in the examination of works in the arts and humanities.
 - Compare and contrast
 - Analyze
 - Interpret
 - Form and test hypotheses
 - Evaluate/form judgments

- B.** Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's *Broadway Boogie-Woogie*; use of dynamics, tempo, texture in Ravel's *Bolero*).

- C.** Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).

- D.** Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.

- E.** Recognize and identify types of critical analysis in the arts and humanities.
 - Contextual criticism
 - Formal criticism
 - Intuitive criticism

- F.** Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).

- G.** Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).

Aesthetic Response

- A.** Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?").

- B.** Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

- C.** Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).

- D.** Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's *Rodeo*).