Utah Fine Arts

Grade 5

Adopted 2016

Dance

Create: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine dance works.

1. Demonstrate willingness to try new ideas, methods, and approaches when creating dance. 5.D.CR.1
2. Use a variety of stimuli and solve multiple movement problems to develop choreographic content. 5.D.CR.2
3. Develop a dance study, creating original movement that expresses and communicates a main idea. 5.D.CR.3
4. Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and explain the reasons for and effectiveness of movement choices. 5.D.CR.4
5. Explore feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent, and explain the changes made. 5.D.CR.5

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

1. Establish spatial relationships with other dancers while safely using levels, directions, focus, and pathway designs in near-, mid-, and farrange movement. 5.D.P.1
2. Integrate still and moving shapes and floor and air pathways into dance sequences. 5.D.P.2
3. Develop self-awareness and apply safe movement principles and practices and discuss how these practices promote strength, flexibility, endurance, and injury prevention. 5.D.P.3
4. Recall and execute a series of dance phrases using fundamental dance skills. 5.D.P.4
5. Differentiate and perform movement with metric and irregular phrasing and accents; respond to tempo changes as they occur in dance and music. 5.D.P.5
6. Analyze, refine and perform movement phrases using contrasting energy and dynamic changes. 5.D.P.6

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Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. 5.D.P.7

8. Apply feedback from self and others to establish personal performance goals. 5.D.P.8
9. Use performance etiquette and practices during class, rehearsal, and in formal and informal performance spaces. 5.D.P.9
10. Identify, explore, and select production elements to heighten and intensify the artistic intent of a dance and that are adaptable for various performance spaces. 5.D.P.10

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

1. Use basic dance terminology to describe patterns of movement that create a style or theme. 5.D.R.1
2. Define the characteristics that make a dance artistic and meaningful; talk about why these characteristics were chosen, and apply those criteria to dances observed or preformed in a specific genre, style, or cultural movement practice. 5.D.R.2

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Compare and contrast two dances with different themes, discuss feelings and ideas evoked by each, and relate to personal experience. 5.D.CO.1
2. Select a topic of study in school and research how other art forms have expressed the topic, then create a dance study that expresses the idea. 5.D.CO.2
3. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. 5.D.CO.3

Drama

Create: Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works.

1. Develop imagination to create artistic ideas and work. 5.T.CR.1
2. Arrange the physical playing space to communicate mood, time, and locale. 5.T.CR.2
3. Write or record simple dramas that include the five Ws of who, what, where, when, and why. 5.T.CR.3
4. Define roles, identify responsibilities, and participate in group decision making. 5.T.CR.4
5. Create character through physical movement, gesture, sound and/or speech and facial expression with age-appropriate outcomes. 5.T.CR.5
6. Develop dialogue and actions that focus on the development and resolution of dramatic conflicts. 5.T.CR.6

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Recognize that participating in the rehearsal process is necessary to refine and revise. 5.T.CR.7

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

1. Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure and use choices to enhance the story in a drama/theatre work. 5.T.P.1
2. Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations. 5.T.P.2
3. Observe, listen, and respond in character to other actors throughout a scripted or improvised scene. 5.T.P.3
4. Communicate meaning using the body through space, shape, energy, and gesture. 5.T.P.4
5. Communicate meaning using the voice through volume, pitch, tone, rate, and clarity. 5.T.P.5
6. Use imagination to inform artistic choices. 5.T.P.6
7. Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations. 5.T.P.7
8. Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and basic blocking techniques. 5.T.P.8
9. Perform a variety of dramatic works for peers or invited audiences. 5.T.P.9

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Demonstrate audience skills of observing attentively and responding appropriately. 5.T.R.1
2. Justify responses based on personal experiences when participating in or observing a drama/theatre work. 5.T.R.2
3. Identify how the intended purpose of a drama/theatre work appeals to a specific audience. 5.T.R.3
4. Give and accept constructive and supportive feedback; analyze and describe strengths and weaknesses of own work. 5.T.R.4
5. Articulate and justifying criteria to evaluate what is seen, heard, and understood in classroom dramatizations and dramatic performances. 5.T.R.5
6. Recognize and share artistic choices when participating in or observing a drama/theatre work. 5.T.R.6

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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1. Explain how drama connects oneself to one's community or culture. 5.T.CO.1

2. Read plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices. 5.T.CO.2
3. Investigate universal or common social issues and express them through a drama/theatre work. 5.T.CO.3

Music

Create: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works.

1. Improvise rhythmic and melodic patterns and musical ideas. 5.M.CR.1
2. Explain the connection to specific purpose and context. 5.M.CR.2
3. Generate musical ideas using specific tonalities, meters and simple chord changes. 5.M.CR.3
4. Select and demonstrate developed musical ideas for improvisations, arrangements, or compositions, and explain intent and connection to purpose and context. 5.M.CR.4
5. Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic, melodic and harmonic ideas. 5.M.CR.5
6. Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines. 5.M.CR.6
7. Present the final version of created music and explain expressive intent. 5.M.CR.7

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

1. Explain how the selection of performance music is influenced by personal interest, purpose, context, knowledge, and skills. 5.M.P.1
2. Explore and demonstrate possible interpretations of a piece by varying tempo, dynamics, timbre, articulations and/or phrasing. 5.M.P.2
3. Discuss and explore, with guidance, expressive elements in music to be performed. 5.M.P.3
4. Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction. 5.M.P.4
5. Respond to visual representations of melodic patterns using pentatonic and diatonic scales. 5.M.P.5
6. Perform two- and three-part rounds, partner songs, descants, and layered ostinatos. 5.M.P.6
7. Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments. 5.M.P.7
8. Respond with body percussion, voice, or simple instruments to visual representations of rhythm patterns. 5.M.P.8

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Respond to musical terms and markings for tempo and dynamics. 5.M.P.9

10. Demonstrate persistence and cooperation in refining performance pieces. 5.M.P.10
11. Perform music with expression, technical accuracy, and appropriate interpretation; watch and respond to the conductor to perform dynamics, style and phrasing, and start, stop and stay together; and demonstrate performance decorum. 5.M.P.11

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Listen to and interact with a variety of contrasting music. 5.M.R.1
2. Listen for and identify form, meter, rhythm, timbre, mood, tempo, melody, texture, and harmony/tonality. 5.M.R.2
3. Demonstrate audience etiquette appropriate for the context and venue. 5.M.R.3
4. Describe feelings or imagery conveyed by a music selection. 5.M.R.4
5. Identify possible intent of a music selection, and the elements used to convey it. 5.M.R.5
6. Explore/express feelings conveyed by a music selection through movement, drawing, or writing. 5.M.R.6
7. Identify music elements that are characteristic of different genres of music. 5.M.R.7
8. Describe verbally or in writing the reason for selecting certain music to listen to or perform, including reference to music elements, skills, purpose, cultural, or historical connections. 5.M.R.8
9. Apply teacher-provided or collaboratively developed criteria to evaluate musical works or performances. 5.M.R.9

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Describe how music relates to personal, social, emotional, and intellectual development. 5.M.CO.1
2. Draw upon interests, knowledge, and skills developed to inspire and inform the creating, performance, and appreciation of music. 5.M.CO.2
3. Deepen understanding of another content area through music. 5.M.CO.3
4. Experience and explore music which connects us to history, culture, heritage, and community. 5.M.CO.4
5. Identify connections between a music genre and cultural or historical contexts. 5.M.CO.5

Visual Arts

Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.

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Combine ideas to generate an innovative idea for art-making. 5.V.C.1

2. Experiment with and develop skills in multiple art-making techniques and approaches through practice. 5.V.C.2
3. Create artist statements using art vocabulary to describe personal choices in art-making. 5.V.C.3

Present: Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

1. Define the roles and responsibilities of a curator, and explain the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. 5.V.P.1
2. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. 5.V.P.2
3. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. 5.V.P.3

Respond: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

1. Compare one's own interpretation of a work of art with the interpretation of others, and identify and analyze cultural associations suggested by visual imagery. 5.V.R.1
2. Identify and analyze cultural associations suggested by visual imagery. 5.V.R.2

Connect: Students will relate artistic skills, ideas and work with personal meaning and external context.

1. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. 5.V.CO.1
2. Identifying how art is used to inform or change beliefs, values, or behaviors of an individual or society. 5.V.CO.2