Vermont Arts

Grades 5, 6

Adopted 2004

Dance: Skill Development

A1. Students show skill development when creating dance by… A1

- Solving increasingly complex movement challenges involving several movement concepts with a partner or small group.
- Using movement to express complex ideas (including abstract) and narrative.
- Using the structures or forms AB, ABA, canon, call and response, narrative, theme and variation, palindrome, and the principles of contrast and transition.
- Improvising, creating and performing dances based on their own ideas and concepts from other sources.
- Producing a three-part sequence of nonlocomotor and locomotor movements.

A2. Students perform/communicate through dance by… A2

- Adjusting and reproducing a three part sequence of nonlocomotor and locomotor movements to stay on the beat while moving with a partner or group.
- Demonstrating consistency and reliability in performing movements (e.g., complex folk dance).
- Recognizing and demonstrating qualities/dynamics of movement (e.g., sustained/percussive, strong force/light force).
- Moderating projection based on piece and audience.

A3. Students show understanding of dance concepts and vocabulary by… A3

- Identifying or demonstrating dance concepts of space, energy, gesture, time, form, genre.
- Structured improvising.
- Recognizing a variety of meters (e.g., 4/4 and 3/4).
- Applying space concepts.
- Identifying and demonstrating dance movements (e.g., grapevine, soft knees, plie, releve, triplet, ball change, first and second positions, folk dance call and response, contrast, transition, structures, abstract, choreography, alignment, forms, solo, duet, trio, ensemble).
- Identifying theme and dance form (e.g., narrative, canon, call and response, pattern [ABA]).

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Music: Skill Development

A4. Students show skill development when creating music by... A4

Improvising within specified guidelines (e.g., pentatonic, blues, major, minor scales, and simple rhythmic and melodic variations).

Composing and arranging using the elements of music within specified guidelines (e.g., form, harmony, rhythm, pitch).

A5. Students perform/communicate through music by... A5

Singing and playing ensemble and solo experiences with a varied repertoire of music at a degree of difficulty of level 1-2 (see NYSSMA Manual).

Singing and playing musical instruments employing expressive elements.

Responding to the cues of the conductor (e.g., steady beat, tempo, start and stop, dynamics, cues).

A6. Students show understanding of music concepts and vocabulary by... A6

Describing and singing/playing instruments using the elements of music in material presented to them from various styles representing diverse cultures (e.g., pitch, rhythm, tempo, dynamics, form, timbre, texture, and articulation).

Reading and notating music (e.g., eighth rests, whole, sixteenth notes, syncopation, metronome markings, cresc., decresc., accel, ritard).

Theater: Skill Development

A7. Students show skill development when creating theatre by... A7

Developing a character through alternative media (e.g., script writing, dance, music, visual art).

Using alternative media.

Developing a character through improvisation (props, costuming, set design, etc.).

A8. Students perform/communicate through theatre by... A8

Communicating with parents, being prepared, and on-time.

Presenting a rehearsed scene.

Adjusting voice tone/level before an audience.

Appropriate, supervised use of hand tools (e.g., hot glue guns, painting supplies, etc.).

Presenting an effective poster.

A9. Students show understanding of theatre concepts and vocabulary by... A9

Identifying a scene and an act.

Identifying beat, action/reaction.

Participating in a run-through and a dress rehearsal.

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Describing needs for technical theater (e.g., lights, sound, props, costume).

Visual Arts: Skill Development

A10. Students show skill development when creating art by... A10

Using various art tools and materials for specific purposes.

Using drawing techniques including gesture, contour, shading and texture.

Purposefully applying elements of 2D and 3D design (e.g., 2D—applying color theory through the use of the color wheel including shades, tints, analogous and complementary colors; identifying and using form and texture; creating implied form and texture with value and lines; 3D—surface pattern on a clay vessel).

A11. Students perform/communicate through art by... A11

Working with teacher to select a piece of art work for a public exhibition.

Demonstrating personal point of view on a common theme in their own work.

A12. Students show understanding of art concepts and vocabulary by... A12

Describing and combining elements and principles of design (e.g., value, contrast, positive and negative, linear and axial symmetry, use of color wheel including intermediate colors, hue, tint, shade, analogous and complementary colors).

Explaining and using different media, genre and techniques with appropriate vocabulary (e.g., charcoal, pastel, assemblage, gesture and contour drawing, scale, proportion, stylization, shading, linear and aerial perspective, vanishing point).

Identifying and describing motivations and purposes of artists and their art work (e.g., religious beliefs, personal expression, social commentary, communication of cultural traditions).

Reflection and Critique

A13. Students describe art using appropriate vocabulary, for example: A13

Dance: time, energy, space, gesture, form (AB)
 Music: pitch, rhythm, tempo, dynamics, form, timbre, texture, articulation
 Theater: act, scene, beat, plot, imagery, script, rehearsal, gesture, performance, director, motivation
 Visual Arts: gesture, contour, shading, value, contrast, positive and negative space, symmetry, color theory, media, scale, proportion, perspective, vanishing point

A14. Students analyze, interpret, and respond to art by... A14

Explaining qualities (elements, principles of design, expression) that may evoke emotion and meaning.

Comparing/contrasting works of art, which may include a student's own work.

Relating varied interpretations of works of art using some or all of the following (e.g., observation, personal experience, cultural context).

A15. Students critique and revise art by... A15

Discerning and responding to those suggestions that are effective.

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Making affirming statements with specific evidence (e.g., You showed great energy when you leapt from the floor!).

Asking questions about your own work (e.g., Have I repeated this movement combination too many times?).

Asking questions of the artist (e.g., When you slowed the tempo of the movement, how did you want the audience to feel?).

Suggesting changes (e.g., You might try moving very slowly to fast music to create a contrast.).

Making Connections

A16. Students make connections between/among the arts and disciplines outside the arts by... A16

Demonstrating ways in which the basic principles and subject matter are applicable (e.g., form, rhythm, balance).

Communicating ideas, concepts, feelings from other disciplines (e.g., show understanding of science through music or theatre).

A17. Students show understanding of how the arts impact lifelong choices by... A17

Identifying the various roles of artists (e.g., musician/ composer, artist/art historian, actor/producer, dancer/choreographer).

Describing the special training needed to become an artist.

Demonstrating an understanding of how the arts contribute to physical and mental health (e.g., fitness, posture, relaxation, mental stimulation, motor coordination).

A18. Students show understanding of how the arts shape and reflect various cultures and times by... A18

Creating or performing art from two or more cultures, identifying common subjects and themes (e.g., freedom, triumph over adversity, celebrating seasons).

Demonstrating an understanding of how the arts have a relationship to time and place (e.g., jazz—New Orleans, Greek theater – comedy and tragedy).

Discussing the use of the arts within societies (e.g., anthems, flags/banners, rituals in various cultures).

Approach to Work

A19. Students approach artistic problem solving with an open mind and creative thinking by... A19

Identifying challenges inherent in the work (e.g., This new note is hard to play.).

Generating a variety of strategies/techniques to address those challenges (e.g., Do I need more air? Should I ask my group? Do I need to look up the fingering?).

Considering and trying out these diverse solutions, and employing one appropriate to the work (e.g., I'll try breathing from the diaphragm.).

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A20. Students develop effective, personal work habits by.... A20

Demonstrating commitment and a sense of purpose (e.g., persevering to complete quality work, working to personal best).

Demonstrating understanding of health and safety issues related to the arts (e.g., using safe work habits and techniques).

Taking responsibility for setting and adjusting goals for self (e.g., prioritizing responsibilities, managing time, and meeting completion deadlines).

A21. Students demonstrate appropriate interactions by... A21

Participating in individual and/or group work willingly and appropriately.

Responding constructively as members of an audience/group.

Cooperating in an ensemble, group, or partnership to maintain an environment of safety, confidence, mutual esteem, and support.