Vermont Arts

Grades 7, 8

Adopted 2004

Dance: Skill Development

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

- Using movement to express complex ideas (including abstract) and narrative.
- Solving increasingly complex movement challenges involving several movement concepts with a group.
- Using dance elements reflecting various musical rhythms, styles, dynamics, ideas and themes in choreography.
- Improvising new movements and manipulating learned movements using the elements of dance to choreograph studies.
- Producing a multiple part sequence of nonlocomotor and locomotor movements.

A2. Students perform/communicate through dance by... A2

- Moderating projection based on piece and audience.
- Demonstrating memorization and accurate reproduction of a multiple part movement sequence to a complex beat in solo, duet, trio, quartet and ensemble.
- Demonstrating consistency and reliability in the qualities/dynamics of movement (e.g., sustained/percussive, strong force/light force, bound/free flow, direct/indirect).
- Recognizing and demonstrating qualities/dynamics of movement (e.g., sustained/percussive, strong force/light force, bound/free-flow, direct/indirect).
- Reflecting the mood and style of the dance piece.

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.
- Applying space concepts.
- Identifying theme and dance form (e.g., narrative, canon, call and response, pattern [ABA]).
- Demonstrating moving to a variety of rhythms.
- Identifying and demonstrating dance movements (e.g., dynamics, manipulation, tempo, projection, expression, orientation, reordering, variation).

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Music: Skill Development

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

Improvising using various techniques for developing musical ideas (e.g., pentatonic, blues and major and minor scales, riffs, motifs).

Composing and arranging using a variety of traditional, non-traditional and electronic media; using the elements of music within specified guidelines; demonstrating unity, variety, tension and release and appropriate voicing.

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

Singing solos and two and three part literature with a more varied repertoire (e.g., various cultures and styles) and a degree of difficulty of levels 2-3 (see NYSSMA Manual).

Playing a musical instrument with a more varied repertoire (e.g., various culture and styles) alone and with others and a degree of difficulty of levels 2-3 (see NYSSMA Manual)

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

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

Describing aural examples of music using appropriate terminology (e.g., pitch, rhythm, tempo, dynamics, form, timbre, texture, articulation, harmony, phrasing, style).

Reading and notating music at the level of difficulty of 2 on a scale of 1-6 (See NYSSMA Manual).

Theater: Skill Development

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

Demonstrating development of character using physical and vocal expression.

Designing or identifying designs that support and/or enhance character.

Developing a character using non-verbal techniques (e.g. dance, mime, physical comedy, stage combat (wrestling, sword play, physical confrontation).

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

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

Presenting a rehearsed scene.

Adjusting voice tone/level and timing before an audience.

Appropriate, safe use of hand tools (e.g., cordless drill, stapler, hammer, etc.).

Presenting necessary study guide material for your audience.

Identifying use of line, space, color and texture in production design.

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

Describing stage architecture (i.e., proscenium, thrust, arena, fourth wall).

Identifying motivation and conflict.

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Describing what is involved in arts management, marketing, promotion.

Explaining the roles of production staff.

Recognizing and label acting styles, genre, sensory language, physical comedy, dialogue and monologue, nonverbal skills.

Visual Arts: Skill Development

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

Using personal observation to refine the visual representation of objects in their drawings and paintings (e.g., proportion, shading techniques, color relationships).

Selecting art tools and materials for specific purposes.

Making compositional decisions guided by specific principles, such as balance, movement, emphasis, etc. (e.g., intentional use of color as expressive quality, printmaking, additive/subtractive sculpture, etc.).

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

Selecting a piece of their own art work for a public exhibition and defending their choice.

Demonstrating individual point of view to create meaning in their work of art.

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

Describing and integrating elements and principles of design (e.g., emphasis, unity, asymmetry, rhythm, movement, expressive use of color).

Describing and making use of formal and expressive qualities of different media, processes and techniques with appropriate vocabulary (e.g., one and two point perspective, modeling, stippling, cross-hatching, additive and subtractive sculpting).

Identifying and describing different motivations and purposes of artists and their art work, demonstrating an understanding of their context in time and place.

Reflection and Critique

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

Dance: phrasing, complex meters, positive/negative space, form (ABA, rondos)
 Music: pitch; rhythm, tempo, dynamics, form, timbre, texture, articulation, harmony, phrasing, style
 Theater: exposition, conflict, action/reaction, production value, focus, scenic concepts, theme
 Visual Arts: emphasis, unity asymmetry, rhythm, movement, modeling, stippling, cross-hatching, additive and subtractive sculpting

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

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

Explaining qualities (elements, principles of design, expression) and how they evoke emotion and meaning.

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

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

Making affirming statements with specific evidence (e.g., The band played with good balance.).

Asking questions about your own work (e.g., How did the clarinet section respond to the tempo change?).

Asking questions of the artist(s) (e.g., Why were the violins sharp in the first passage?).

Suggesting changes (e.g., The drummers might try playing at the edge of the drum head to play softer.).

Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions.

Developing and applying specific criteria, individually or in groups.

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, balance, tone, color, unity and variety).

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

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

Modeling skills of different arts careers through classroom work or community experiences.

Identifying career pathways in the arts and the skills needed.

Demonstrating an understanding of how the arts contribute to physical and mental health (e.g., self-expression, such as anger, joy, confusion, frustration).

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

Creating or performing art from different cultures, identifying common subjects, themes and techniques/styles.

Identifying significant artists and their works from various times and places.

Researching and describing how the arts reflect cultural values in various traditions throughout the world.

Approach to Work

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

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Identifying challenges inherent in the work (e.g., My print is blurred.).

Generating a variety of strategies/techniques to address those challenges (e.g., Should I add more ink? Should I press harder with my baren?).

Considering and trying out these diverse solutions, and employing one appropriate to the work (e.g., I'll add more ink.).

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).

Developing rigorous criteria and setting goals for themselves (e.g., prioritizing responsibilities, managing time/materials, and meeting completion deadlines).

Using a variety of learning strategies (e.g., different practice techniques).

A21. Students demonstrate appropriate interactions by... A21

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

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