

# Grades 6, 7, 8

Adopted 2007

**Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.**

## **A1 Terminology**

Students identify and describe the dance terms of time, composition, and style/tradition.

- a. Identify and describe time: complex meters.
- b. Identify and describe composition: phrasing.
- c. Identify and describe style/tradition: specific dances students learn from different cultures and/or their own.

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## **A2 Space**

Students apply space concepts in a repeatable movement phrase.

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## **A3 Time**

Students move to complex rhythm patterns and syncopation.

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## **A4 Energy**

Students explain and incorporate bound/free, tension/relaxation, indirect/direct movements to show differences in energy qualities.

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## **A5 Locomotor and Non-Locomotor Movement**

Students combine and demonstrate the technical skills of skeletal alignment, strength, agility, and coordination.

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## **A6 Compositional Forms**

Students replicate a dance phrase.

**Disciplinary Literacy - Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

## **A1 Music Difficulty**

Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others.

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**A2 Notation and Terminology**

Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.

- a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.
  - b. Read simple melodies in both the treble and bass clefs.
  - c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
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**A3 Listening and Describing**

Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.

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**Disciplinary Literacy - Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

**A1 Terminology**

Students identify and explain theatre terms and concepts including stage business, ad-libbing, conflict, action/reaction, focus, and stage directions.

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**A2 Production**

Students describe and participate in a performance from pre-show through strike.

- a. Identify and explain the roles of production staff.
  - b. Design and select props, costumes and stage pieces, and use them appropriately and safely.
  - c. Build scenic elements or props to fit production design.
  - d. Experiment with lighting, sound, and costume in scene development.
  - e. Direct or stage-manage a scene.
  - f. Describe basic technical needs for a theatre production, including lights, sound, props, makeup, and costumes.
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**Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

**A1 Artist's Purpose**

Students explain and compare different purposes of artists and their artwork, in the context of time and place.

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**A2 Elements of Art and Principles of Design**

Students compare features of composition both within an art work and among art works.

- a. Compare Elements of Art: color, form, line, shape, space, texture, and value.
- b. Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

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**A3 Media, Tools, Techniques, and Processes**

Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

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**Creation, Performance, and Expression - Dance: Students create, perform, and express ideas through the art discipline.**

**B1 Communication**

Students use movement to express and communicate a story, a piece of music, an artwork, or an emotion.

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**B2 Sequencing**

Students create and develop dance sequences.

- a. Create and develop dance sequences based on personal ideas or concepts from other sources.
  - b. Reproduce a more complex or pre-existing choreographed movement sequence as a solo or in a small group.
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**B3 Solving Challenges**

Students use improvisation to discover and invent movement sequences and solve movement challenges with one or more partners.

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**B4 Technical Aspects**

Students identify and select light, costume, or sound changes to enhance a dance phrase.

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**Creation, Performance, and Expression - Music: Students create, perform, and express through the art discipline.**

**B1 Style/Genre**

Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.

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**B2 Composition**

Students compare musical ideas expressed in their own compositions or the compositions of others.

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**Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.**

**B1 Movement**

Students apply gesture, movement, and stage business in the portrayal of a role.

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**B2 Character**

Students demonstrate development of a character's attitude and point of view by adjusting voice timing and tone/level and using non-verbal techniques.

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**B3 Improvisation**

Students improvise through theatre games by using blocking, relationships, props, and movement.

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**Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.**

**B1 Media Skills**

Students choose suitable media, tools, techniques, and processes to create original art works.

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**B2 Composition Skills**

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

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**B3 Making Meaning**

Students create art works that communicate an individual point of view.

- Demonstrate skills in the use of media, tools, techniques, and processes.
  - Demonstrate knowledge of visual art concepts.
  - Communicate a variety of ideas, feelings, and meanings.
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**B4 Exhibition**

Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

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**Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.**

**C1 Application of Creative Process**

Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

- Fluency
- Flexibility
- Elaboration
- Originality
- Analysis

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**Aesthetics and Criticism:**  
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

**D1 Aesthetics and Criticism**

Students compare and analyze art forms.

- a. Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.
- c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
- d. Explain and compare different purposes of artists and art work in the context of time and place.

**Visual and Performing Arts Connections:**  
Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

**E1 The Arts and History and World Cultures**

Students compare products of the visual/performing arts to understand history and/or world cultures.

**E2 The Arts and Other Disciplines**

Students explain skills and concepts that are similar across disciplines.

**E3 Goal-Setting**

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

**E4 Impact of the Arts on Lifestyle and Career**

Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.

**E5 Interpersonal Skills**

Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior