

Grades 6, 7, 8

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.** Identify and use comprehensive vocabulary within each of the arts forms.
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- D.** Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
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- E.** Communicate a unifying theme or point of view through the production of works in the arts.
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- F.** Explain works of others within each art form through performance or exhibition.
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- G.** Explain the function and benefits of rehearsal and practice sessions.
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- H.** Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- Analyze the use of materials.
 - Explain issues of cleanliness related to the arts.
 - Explain the use of mechanical/electrical equipment.
 - Demonstrate how to work in selected physical space/environment.
 - Demonstrate the selection of safe props/stage equipment.
 - Demonstrate methods for storing materials in the arts.

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- I. Know where arts events, performances and exhibitions occur and how to gain admission.
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- J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
 - Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).
 - Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
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- K. Incorporate specific uses of traditional and contemporary technologies in 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.
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- B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
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- 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).
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- D. Analyze a work of art from its historical and cultural perspective.
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- E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
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- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
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- G. Relate works in the arts to geographic regions:
 - Africa
 - Asia
 - Australia
 - Central America
 - Europe
 - North America
 - South America
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- H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
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- 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).
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- 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).
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- 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).

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- 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.** Know and use the critical process of the examination of works in the arts and humanities.
 - Compare and contrast
 - Analyze
 - Interpret
 - Form and test hypotheses
 - Evaluate/form judgments
- B.** Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).
- C.** Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).
- D.** Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- E.** Interpret and use various types of critical analysis in the arts and humanities.
 - Contextual criticism
 - Formal criticism
 - Intuitive criticism
- F.** Apply the process of criticism to identify characteristics among works in the arts.
- G.** Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's *Revelations* to Tchaikovsky's *Swan Lake*).
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Aesthetic Response

- A.** Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).
- B.** Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).
- C.** Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's *Cats*).
- D.** Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's *Destructive Periods in Russia During Stalin's and Deniken's Leadership* conveys her memories and emotions of a specific incident).