

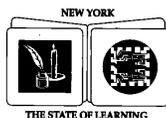
# *The Arts*



## **PART I.2**

Using the Arts Standards To Strengthen Local Curricula.....	2
Multicultural Awareness in Music and the Arts.....	31

**NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Arts Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).**



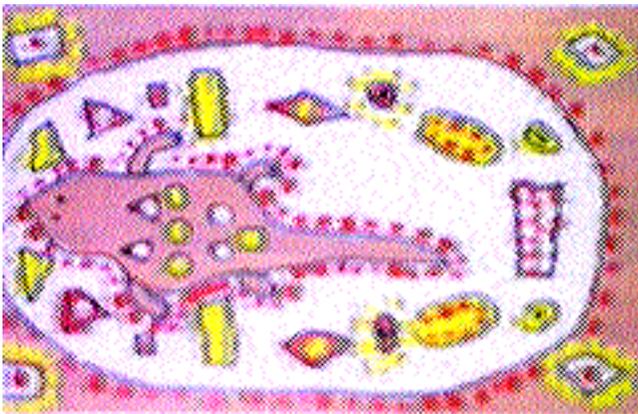
<http://www.nysed.gov>

# Using the Arts Standards To Strengthen Local Curricula

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## Selected Samples from Scope and Sequence Materials

Collaborative efforts to develop local procedures for implementing a standards-based curriculum in all subject areas are currently underway in many schools and districts. Local development activities are most effective and produce meaningful change in practice



- when initiated by those who must take ownership for implementation
- when changes are developed in a culture of shared inquiry and
- when focused on a common mission that blends local needs with State and National policies and purposes.

Selected samples from a variety of scope and sequence materials developed by colleagues in the arts have been included in the *Resource Guide* to demonstrate the types of work being done at the local level. They are representative; they are not complete documents; they have been selected to provide models and to illustrate the manner in which some schools are working toward the Standards.

## Suggested Repertoire



Familiarity with musical material assists in the appreciation of music. If students are to value the musical art and to be aware of the dimensions that have contributed to our common cultural experience, they need a knowledge of a body of music literature representing various styles, time periods, and cultures. To provide a basis of this musical knowledge, the following list of singing and listening repertoire is suggested.

Whenever such lists are constructed, they are far from complete and are often suspect. Questions are rightly asked: Who should decide the content? What criteria are used for inclusion? Is the list biased? Is it truly representative of our common culture? Is it not outdated before its distribution? These concerns, while exemplifying healthy differences in personal taste within our society, should not discourage us from attempting to identify selections as important representations of our musical traditions.

This list may be considered as a means to enrich, rather than to constrict, the students' music appreciation. Although songs and pieces are categorized to help the teacher, they have not been selected on that basis. The categories, though somewhat arbitrary, simply aid in illustrating the variety included.

School districts may wish to modify the list to best suit local needs. This list is suggested as a minimum number of selections for all students to know.

The repertoire list is provided by levels which correspond to development and is intended for use over grades PreK-6. This arrangement is similar for the other developmental levels. Any repertoire used should be cumulative; that is, repertoire presented at one level should be re-experienced at a higher level. This implies that students should study Level I Repertoire before Level II, Level II before III, and III before IV.

The coding for categories used in the Singing Repertoire is as follows:

AF	=	American Folk	M	=	Movement
AT	=	American Traditional	P	=	Patriotic
EC	=	Early Childhood	POP	=	Popular
EF	=	Ethnic Folk	R	=	Round
H	=	Holiday	S	=	Spiritual
L	=	Lullaby			

During the past several years, a number of music educators throughout the State have collaborated with the State Education Department in the development of a *Music PreK-6 Syllabus/Guide: Field Test Edition* which suggests instructional activities designed to meet the expectations for achievement outlined by the *Learning Standards for the Arts*. The curriculum content is organized around the eight elements of music:

- Rhythm
- Melody
- Harmony
- Form
- Dynamics
- Tempo
- Timbre
- Style.

Students demonstrate their knowledge and skills through six music learning activities.

- Singing
- Playing
- Listening
- Creating/Composing
- Movement
- Reading/Notating

Curriculum content and demonstrations of learning are presented at four developmental levels spanning Grades K-6. The *Suggested Repertoire for Music PreK-6: Field Test Edition* which follows is taken from this unpublished document.

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# SINGING REPERTOIRE

## LEVEL I

<i>Selection</i>	<i>Category</i>
Ach Du Lieber Augustine	EF
Bingo	M
Down By The Station	EC
Eency, Weency Spider (Itsey Bitsy)	EC
Here We Go, Looby Loo	EC
Hokey Pokey	M
Hot Cross Buns	EC
I'm A Little Teapot	EC
If You're Happy	M
It's Raining (It's Pouring)	EC
Jingle Bells	H
Little White Duck	EC
London Bridge	M
Muffin Man	EC
My Dreidl	H
Old MacDonald	AF
Row, Row, Row Your Boat	R
Six Little Ducks	EC
The Farmer In The Dell	M
The Wheels Of The Bus	M
Three Blind Mice	R
Twinkle Twinkle (Baa Baa, Black Sheep)	EC
Where Is Thumbkin?	M

## LEVEL II

<i>Selection</i>	<i>Category</i>
America (My Country `Tis Of Thee)	P
Animal Fair	AT
Are You Sleeping?	R
Blue Tail Fly (Jimmy Crack Corn)	AF
Cotton Needs Picking	AF
Down In The Valley	AF
Do, Re, Mi (Doe, A Deer)	POP
Frosty The Snowman	POP
Go Tell Aunt Rhody	AF
Hush, Little Baby	L
I'm Gonna Sing	S
John Jacob Jingleheimer Schmidt	EF
Marching To Pretoria	EF
Michael, Row The Boat Ashore	S
O Susanna!	AT
Old Brass Wagon	AF
On Top Of Old Smokey	AF
Over The River And Through The Woods	H
Pop, Goes The Weasel	EF
Rig-A-Jig-Jig	AF
Rudolph the Red-Nosed Reindeer	H
Santa Claus Is Comin' To Town	H
Scotland's Burning	R
She'll Be Comin' Round The Mountain	M
Shoo Fly	F
Skin And Bones	H
Skip To My Lou	M
This Old Man	M
Three Pirates	M
Twelve Days Of Christmas	H
Up On The Housetop	H
We Wish You A Merry Christmas	H
Yankee Doodle	P

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# SINGING REPERTOIRE

## LEVEL III

<i>Selection</i>	<i>Category</i>
America The Beautiful	P
Banana Boat Loader's Song	EF
Brahms' Lullaby	L
Camptown Races	AT
Clementine	AF
Daisy, Daisy (Bicycle Built For Two)	AT
Deck The Halls	H
Dixie	AT
Don Gato	EF
Drill, Ye Tarriers	AF
Dry Bones	S
Ghost Of Tom (John)	H
God Bless America	P
He's Got The Whole World In His Hands	S
Hey, Ho, Nobody Home	EF
I've Been Workin' On The Railroad	AF
Kookabura	EF
Kum Ba Yah	EF
Land Of The Silver Birch	EF
Magic Penny	POP
Oh, How Lovely Is The Evening	R
Ol' Texas	AF
Polly Wolly Doodle	AF
Rocka My Soul	S
Sarasponda	EF
Sing, Sing A Song	POP
Swing Low, Sweet Chariot	S
Take Me Out To The Ballgame	AT
Tinga Layo	EF
Waltzing Matilda	EF
We Shall Overcome	S
When The Saints Go Marching In	S
You Are My Sunshine	AT

## LEVEL IV

<i>Selection</i>	<i>Category</i>
Auld Lang Syne	EF
Battle Hymn Of The Republic	P
Deep In The Heart Of Texas	POP
Dona Nobis Pacem	R
Down The Ohio	AF
Easter Parade	POP
Erie Canal	AT
Home On The Range	AT
Joshua Fit The Battle Of Jericho	S
O Come All Ye Faithful	H
Old Folks at Home (Swanee River)	AT
Old Joe Clarke	AF
Shalom Chaverim	R
Shenandoah	AT
Silent Night	H
Simple Gifts	AT
The Star Spangled Banner	P
This Land Is Your Land	AT
Tzena, Tzena	EF
We Gather Together	H
What Shall We Do With A Drunken Sailor?	AF
When Johnny Comes Marching Home	EF
White Christmas	H
You're A Grand Old Flag	P

# LISTENING REPERTOIRE

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
<p>Lullaby. Brahms</p> <p>The Flight Of The Bumblebee. Rimsky-Korsakoff</p> <p>Tubby The Tuba</p>	<p>Ballet Of The Unhatched Chicks from Pictures At An Exhibition. Mussorgsky</p> <p>Carnival Of The Animals. Saint Saens</p> <p>Golliwogs Cake Walk. Debussy</p> <p>Children's Symphony (Excerpts). MacDonald</p> <p>Little Train Of The Caipira. (Villa-Lobos)</p> <p>March Of The Toys (Babes in Toyland). Herbert</p> <p>Pictures At An Exhibition (Excerpts). Mussorgsky</p>	<p>Air On G String. Bach</p> <p>Barcarolle. Offenbach</p> <p>Children Corner Suite. Debussy</p> <p>Dance Of The Comedians. Kabalevsky</p> <p>Grand Canyon Suite. Grofé</p> <p>Hansel And Gretel (Excerpts). Humperdinck</p> <p>In The Hall Of The Mountain King. Grieg</p> <p>Morning (Peer Gynt Suite). Grieg</p> <p>Night On Bald Mountain. Mussorgsky</p> <p>Peter And The Wolf. Prokofiev</p> <p>Surprise Symphony. Haydn</p> <p>The Banshee. Cowell</p> <p>The Nutcracker (Excerpts). Tchaikowsky</p> <p>Stars And Stripes Forever. Sousa</p> <p>William Tell Overture. Rossini</p>	<p>America (Variations). Ives</p> <p>Appalachian Spring (Excerpts). Copland</p> <p>Canon In D Major. Pachabel</p> <p>Danse Macabre. Saint Saens</p> <p>1812 Overture. Tschaikowsky</p> <p>Eine Kleine Nachtmusik (Excerpts). Mozart</p> <p>Fanfare For The Common Man. Copland</p> <p>Fifth Symphony (Excerpts). Beethoven</p> <p>Jesu, Joy Of Man's Desiring. Bach</p> <p>Little Fugue In G Minor. Bach</p> <p>Maple Leaf Rag. Joplin</p> <p>Moonlight Sonata. Beethoven</p> <p>Sorcerer's Apprentice. Dukas</p> <p>The Blue Danube. Strauss</p> <p>Water Music Suite (Excerpts). Handel</p> <p>Young Person's Guide To The Orchestra. Britten</p>

The Brittonkill Instrumental Music Curriculum was developed in response to the National Standards for Arts Education and the New York State Learning Standards for the Arts. This project provides a framework of specific achievement standards and techniques to assess student competence. The curriculum contains seven sequential competency levels defining the skills and knowledge required to create, perform, and listen to music. Levels 1b through 6 correspond with the New York State School Music Associations (NYSSMA) six levels. Although the curriculum is in line with the resources and standards of the NYSSMA, it extends and details these standards in the belief that clearer expectations will facilitate higher standards.



## Instrumental Music Curriculum LEVEL 1b

Performing Music	Responding to Music/Knowledge	Creating Music
<ol style="list-style-type: none"> <li>1. Sing and play tonic, dominant, and sub-dominant patterns in major and minor by ear and by reading</li> <li>2. Play 3 major scales and one harmonic minor scale one octave</li> <li>3. Perform at sight unfamiliar music from NYSSMA Level I</li> <li>4. Sing and play by ear and by reading duple and triple patterns, including divisions and elongations, with a steady tempo</li> <li>5. Play one solo from NYSSMA Level I (or equivalent) including the following;               <ol style="list-style-type: none"> <li>a. play loud, soft, crescendo, and decrescendo with good tone</li> <li>b. demonstrate appropriate breathing (through mouth) and phrasing</li> <li>c. perform with a sense of style and composer's intent (e.g., proper tempo)</li> <li>d. perform separated, connected tonguing, and slur</li> <li>e. demonstrate proper posture, playing position, and hand position</li> <li>f. demonstrate proper tone, breath control, and embouchure</li> <li>g. demonstrate proper standard fingerings</li> <li>h. be aware of intonation</li> <li>i. perform with rhythmic and melodic accuracy.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Hear and identify theme and variations</li> <li>2. Identify sub-dominant in major and minor, letter names, and whole and half steps. Include fermata, single, and double-bar line</li> <li>3. Demonstrate proper maintenance. Know the names of the parts of the instrument</li> <li>4. Maintain a Listening List (minimum four pieces per marking period)</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete an 8 measure song (4 measures given) in 2/3 using half, quarter, eighth notes, and rests in major or minor</li> <li>2. Improvise a 8-16 beat song that starts and ends on "Do" (or tonic)</li> </ol>
		<p style="text-align: center;"><b>Literature Sources</b></p> <p style="text-align: center;"><i>NYSSMA manual level 1 or equivalent</i></p>

Adapted from: Brittonkill Instrumental Music Curriculum, Brunswick Central School District, 1996. Copyright Susan Nelson, 1996. Used with permission.

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# Instrumental Music Curriculum LEVEL 4

Performing Music	Responding to Music/Knowledge	Creating Music
<ol style="list-style-type: none"><li>1. Play arpeggios with all scales (except chromatic)</li><li>2. Play 7 Major, 4 harmonic minor scales and Chromatic scale (memorized). All scales should be extended. Play any three Major scales in thirds</li><li>3. Perform at sight unfamiliar music excerpts chosen from NYSSMA level 4</li><li>4. Recognize, describe, and perform all rhythms of previous levels. Read rhythms in augmentation and diminution (e.g., C, 3/8, 6/4)</li><li>5. Play one solo from NYSSMA manual level 4. Include the following:<ol style="list-style-type: none"><li>a. continue dynamics of previous levels; add pp &lt;ff&gt; pp</li><li>b. demonstrate appropriate breathing (through mouth), phrasing, note grouping, and developing concept of forward motion</li><li>c. perform with a sense of style, composer's intent (e.g., proper tempo), mood, and musicality</li><li>d. continue articulation of previous levels; introduce double and triple tonguing; add various combinations of</li><li>e. demonstrate proper posture, playing position, and hand position for sitting and standing</li><li>f. demonstrate proper tone (supported), breath control, and embouchure. Work toward vibrato, if applicable</li><li>g. demonstrate proper standard fingerings with alternates</li><li>h. develop ability to play in tune, alone, and with others</li><li>i. perform with rhythmic and melodic accuracy.</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Identify the Classical Period: Rondo, Minuet and Trio; begin the study of Sonata Allegro form</li><li>2. Identify major, minor augmented, and diminished chords</li><li>3. Demonstrate proper maintenance. Show awareness of quality equipment</li><li>4. Maintain a Listening List (minimum 4 pieces per marking period)</li></ol>	<ol style="list-style-type: none"><li>1. Compose an 8-16 measure song that demonstrates "question and answer" phrases</li><li>2. Improvise an 8-16 measure song that ends on tonic and demonstrates "question and answer" phrases</li></ol>

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### Literature Sources

*NYSSMA manual level 4 or equivalent*

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# Instrumental Music Curriculum LEVEL 6

Performing Music	Responding to Music/Knowledge	Creating Music
<ol style="list-style-type: none"><li>1. Recognize, describe, and perform patterns of the previous levels</li><li>2. Play any 15 Major, 6 harmonic minor and 1 chromatic scales, all extended</li><li>3. Perform at sight unfamiliar music excerpts chosen from NYSSMA level 6</li><li>4. Recognize, describe, and perform all rhythms of previous levels; perform odd meters and rhythms as dictated by the literature</li><li>5. Play one solo from Level 6 in the NYSSMA manual. Include the following:<ol style="list-style-type: none"><li>a. perform with full range of dynamics in all registers</li><li>b. perform with appropriate phrasing, musical contour, and breathing (through mouth); include a sense of note grouping and forward motion</li><li>c. perform with highest level of style, composer's intent (proper tempo), mood, and musicality</li><li>d. perform articulation as indicated by the literature</li><li>e. demonstrate proper posture, playing position, and hand position for sitting and standing</li><li>f. demonstrate proper tone, breath control, and embouchure in all registers; demonstrate fully controlled vibrato</li><li>g. demonstrate all fingerings</li><li>h. accurate intonation, alone, and with others</li><li>i. perform with rhythmic and melodic accuracy.</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Identify 20th Century Music: Debussy, Stravinsky, etc.</li><li>2. Expand knowledge of modes, whole tone scale, and chromaticism</li><li>3. Demonstrate proper maintenance; demonstrate knowledge of quality equipment</li><li>4. Maintain a listening list (minimum 4 pieces per marking period)</li></ol>	<ol style="list-style-type: none"><li>1. Compose 8-32 measures in a form of their choice</li><li>2. Improvise in a style and tonality of choice</li></ol>

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## Literature Sources

*NYSSMA manual level 6 or equivalent*

## Theatre: A Suggested Scope and Sequence

ARTS

Grades  
5,6,7

This scope and sequence chart was developed for use with middle level students at the Nichols Middle School in Buffalo, New York who are involved in an interdisciplinary program. At the 5th grade level, the theatre course is correlated with the core curriculum theme: Medieval England. The course focuses on a variety of “play making” activities. All students participate in writing exercises pertinent to the theme in which, for example, they might take a stance on a concept and defend their position; they make up a tableau, play rhyming games, and experience a variety of trust exercises and games that help them develop skills to work together as a group. All of this culminates in the writing of a mystery, morality or miracle play which is done in rhyme. Students create parts for all the members of their group; they design and create scenery and costumes; they perform the play for parents and other students. All students can find success in some area.

At the 6th grade level, the focus is on basic acting instruction. All students act for audiences on stage in collaboration with music classes. Students are involved in improvisations, short scenes, and folk tales during which they learn the basic principles of drama (i.e., articulation, projection, movement).

In 7th grade, the students work in small groups to develop and perform a one-act play which is linked to a cultural theme such as immigration. Each play comes from a different culture. In English class, students read novels related to the theme; in math they develop charts and graphs relating to demographics or to immigration patterns for selected cultural groups; in science, they study topics such as genetics, diseases, etc. of their own and other ethnic groups. Finally, they provide study guides on this material for other students in the school, take part in the play, and present the one-act play to their parents and fellow schoolmates.

Each class receives rubrics which provide the students with an understanding of how they will be assessed during theatre classes. These are given to both parents and students. They are also used for purposes of self evaluation. Copies of two rubrics have been included.

Adapted from: Nichols Middle School, Buffalo, NY.

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***Theatre is an elucidator of social consciousness, a historian of the future, an armory against darkness and despair, and a temple in the ascent of man.***

George Bernard Shaw

	5th grade	6th grade	7th grade
<b>COURSE DESCRIPTION</b>	<b>PLAY MAKING:</b> Improvising, writing, and refining stories and scripts for exhibition in the style of medieval plays	<b>BASIC ACTING AND TECHNICAL THEATER:</b> Terminology, customs, and theaters in the area; improvisations and scene work, technical crew for the musical	<b>ONE-ACT:</b> Audition, research and guided analysis, rehearsal and performance at Nichols and another theater
<b>STANDARDS</b>			
Learn about and apply the elements of theater: imagination, language, voice, movement, empathy, conflict, resolution, and technical aspects to <b>CREATE</b> and <b>PERFORM</b>	Tell, improvise, mime, and enact stories with conflict and resolution. Communicate ideas, feelings, and character with guided script writing, voice and movement. Pick props and costumes for final exhibition. Exhibit to parents.	Learn vocal and movement techniques to develop characters. Study conflict as it affects character objective. Use imagination in playing a variety of characters. Create technical aspects and running crew for musical play.	Apply acting skills learned in 6th grade to a play with exercises to help communicate empathy for the character to the audience (highlighted through performance at another school). Help to create some technical aspects.
Learn how theater reflects and is affected by <b>CULTURES PAST</b> and <b>PRESENT</b>	Explain the evolution of medieval theater. Create plays in medieval style.	Enact, discuss, and compare scenes and plays based on folk tale from around the world.	Discuss during and after research how culture relates to the play. Use acting techniques related to the genre of the play. Observe people and animals that are similar to the characters in the play.
Learn how to <b>CRITIQUE</b> , <b>ANALYZE</b> , and <b>RESPOND</b> to ones' own and to others' performances using appropriate terminology and recognizing the relationship to the other arts (dance, music, and visual art)	Keep journals of responses to selected activities. Use music to inspire improvisation and storytelling. Exhibit plays along with other arts. Evaluate selves and others with guidance.	Learn terminology. Evaluate observed rehearsals and performances as well as acting exercises and technical work. Use art in creating scenic effects.	Use and discuss music and artistic concepts in production. Occasionally use dance like blocking. Develop criteria for evaluation. Evaluate selves and group post performances. Compare performances.
Learn to use school and community <b>RESOURCES</b> (libraries, theaters, museums, internet, etc.) related to theater, and learn what careers are available in theater (Dramaturg, designer, etc.)	Use library, videos, film-strip, and textbooks to research medieval theater. Attend performances and show appropriate audience behavior.	Discuss careers and skills needed. Identify local theaters and acting programs. See videos of acting techniques. Tour our theater. Attend performances and show appropriate audience behavior.	Research character, play and playwright at library, zoo, internet, etc. Aid in creating study guide. Discuss design, dramaturgy, direction, etc. Attend performances and show appropriate audience behavior.

## Introduction to Theater - Grade 6 Rubric

Activity/Attitude	4	3	2	1
COOPERATION	Always focused Follows all directions cheerfully Takes leadership in maintaining group discipline	Usually focused Follows all directions Respectful of others	Somewhat distracted Usually follows directions Usually respectful of others	Often off-task Needing frequent reminders of directions Often disrespectful
PREPARATION	Has all materials in all classes Works ahead	Assignments on time and complete Has all materials	Assignments done Usually has materials	Some assignments missing Often without materials
CHARACTERIZATION	Develops a wide variety of characters using a wide range of movement and speech Identifies traits and objectives of characters and uses that knowledge in improvisations and scenes	Develops some characters usually using a range of movement and speech Identifies some personality traits and objectives and usually demonstrates that knowledge in improvisations and scenes	Uses inflection and appropriate movement when specifically directed how to do so Identifies few personality traits and occasionally uses them in acting exercises	Speaks with little expression and uses only a small range of movement Does not link character with improvisations and scenes
TECHNICAL THEATER	Independently designs and builds scenery, costumes, etc. that reflect the concept of the play Uses own ideas to solve technical problems Always cares for materials and equipment Meets or precedes deadlines	Designs and builds scenery and costumes that sometimes reflect the concept of the play Solves technical problems with guidance Usually cleans up and puts away Usually meets deadline	Designs and builds some scenery and costumes with supervision Solves few problems Cleans up and puts away with supervision Sometimes needs projects completed by others	Builds only with constant supervision Seldom solves problems Seldom cleans up or cares for equipment Does not finish most projects on time
GENERAL KNOWLEDGE	Learns all terms and concepts completely Uses terms and concepts in all class activities Sees plays and connects concepts and terms with productions	Learns most terms and concepts Uses terms and concepts in many class activities Completes a "See a Play" form connecting some concepts and terms	Learns most terms Uses terms and concepts with some coaching Completes a "See a Play" form	Learns some terms Seldom uses terms and concepts Completes part of a "See a Play" form
GROWTH	Assignments show recognition of growth Characterizations become completely defined over the mark period Shares expertise in all areas with classmates	Some self-awareness shown in assignments Characterizations become more defined over the term Demonstrates leadership in several areas of theater	Little recognition of learning or improvement Gains some skills in character movement and speech Occasionally offers help or insights to others in class	Very little improvement over the mark period Seldom shares ideas with others

## Audition to Performance - Grade 7 Rubric

Activity/Attitude	4	3	2	1
COOPERATION	Always focuses Follows all directions cheerfully Takes leadership in maintaining group discipline	Usually focused Follows all directions Respectful of others	Somewhat distracted Usually follows directions Usually respectful of others	Often off-task Needing frequent reminders of directions Often disrespectful
PREPARATION	Has all materials in all classes Works ahead Thinks of and tries new ideas	Assignments on time and complete Knows schedule Has all materials	Assignments done Usually has materials and knows schedule	Some assignments missing Often without materials and unaware of schedule
CHARACTERIZATION	Always stays in character in movement and speech Identifies traits and objectives of character and uses that knowledge at all times Relates the culture/period of the play to the character	Usually uses appropriate movement and speech Identifies some personality traits Completes research of the culture/period of the play	Uses inflection and appropriate movement when specifically directed how to do so Identifies few personality traits Does some research of the culture/period of the play	Speaks with little expression and uses only a small range of movement Does not link character with the action of the play Does little research of the culture/period of the play
GROWTH	Assignments show recognition of growth Characterization becomes completely defined over the rehearsal period	Some self-awareness shown in assignments Characterization becomes more defined by the performance	Little recognition of learning or improvement Gains some skills in character movement and speech	Very little improvement over the rehearsal period
EXTRA CREDIT	Four or more <u>full</u> periods outside of class spent on any of the following: Help others with lines Create the costumes, scenery, props, program, etc. for the play Create a display for this play (photo essay, books, props, etc.)	Three <u>full</u> periods spent on any of the extras listed	Two <u>full</u> periods spent on any of the extras listed	One <u>full</u> period spent on any of the extras listed

## Arts Standard 1: Creating, performing, and participating in the arts

ARTS

1

Pre-K and Kindergarten

**Students will** actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

### VISUAL ARTS

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will develop skills in the use of a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. Students will engage in individual and group visual arts projects and will describe various roles and means of creating, exhibiting, and performing works of art.

#### Elementary Performance Levels

##### *Students:*

Experience and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics) based on a range of individual and collective experiences.

Develop their own ideas and images through the exploration and creation of works based on themes, symbols, and events.

Understand and use the elements and principles of art (line, color, texture, and shape) in order to communicate their ideas.

Reveal through their own art work understanding of how mediums and techniques influence their creative decisions.

Identify and use, in individual and group experiences, some of the roles and means for designing and exhibiting art works.

#### Performance Levels for Pre-K and Kindergarten

##### *Students:*

Explore selected works of art in order to discover that these works were made by artists and to discover how they were made. (The exploration may be both visual and tactile.)

Acquire the basic skills in cutting, pasting, using clay, and using a paint brush.

Create works of art based on their personal experiences as well as their imagination.

Explore themes derived from their own personal experiences (such as stories, pets, trips, etc.) and make art that tells something about that experience.

Explore selected symbols that are used in art, (such as the symbol for the sun, a tree, a flower, a star) and discuss how the shape of the symbol may be different from one work to another, but yet the symbol is still able to be identified or named.

Learn to name visual elements (such as, shapes, textures, and colors) through multi-sensory experience.

Make works of art which incorporate selected visual elements.

Are guided to reflect upon what their art work looks like, how they used the medium (such as, paint or crayon).

Work on a class work of art such as a mural or class book.

Learn to respond to a display of the art work of the whole class by role playing or games (Such as, role playing a visit to an art gallery, interviewing the artist or playing a "treasure hunt" game).

Adapted from: Clahassey, Patricia. Professor of Art Education. The College of St. Rose.

# Arts Standard 2: Knowing and using arts materials and resources.

ARTS

2

Pre-K and Kindergarten

*Students will* be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

## VISUAL ARTS

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions libraries, museums, and galleries) and use appropriate materials (art reproductions, slides, print materials, and electronic media). Students will be aware of a wide variety of vocational options available in the visual arts.

Elementary Performance Levels	Performance Levels for Pre-K and Kindergarten
<p>Students: Understand the characteristics of various mediums (two-dimensional, three dimensional, and electronic images) in order to select those that are appropriate for their purposes.</p> <p>Develop skills with electronic media as a means of expressing visual ideas.</p> <p>Know about some cultural institutions (museums and art galleries) and community opportunities (art festivals) for looking at original art, talking to visiting artists, and increasing their understanding of art.</p> <p>Give examples of adults who make their living in the arts professions.</p>	<p>Students: Draw images of people and things which become increasingly more specific</p> <p>Explore the characteristics of selected mediums and describe what they feel like when using them. Name those they like the best.</p> <p>Make simple three dimensional works of art using additive and/or subtractive techniques.</p> <p>Use a draw/paint software program to make simple graphic shapes.</p> <p>Listen to and discuss the presentation of a museum person or an artist who brings original art works or artifacts to the classroom.</p> <p>Look at and explore (by handling if possible) artifacts borrowed from a museum and talk about their visual characteristics and their purpose.</p> <p>Listen to and ask questions of a person from the local community who makes his/her living in the visual arts (a painter, sculptor, or photographer).</p>

# Standard 3: Responding to and analyzing works of art

ARTS

3

Pre-K and Kindergarten

*Students will* respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

## VISUAL ARTS

Students will reflect upon, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Elementary Performance Levels	Performance Levels for Pre-K and Kindergarten
<p>Students: Explain their reflections about the meanings, purposes and sources of works of art; describe their responses to the works and the reason for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shapes, sizes, and volumes) found in a wide variety of art works.</p> <p>Explain the themes that are found in works of visual art and how art works are related to other forms of art (dance, music, and theatre).</p>	<p>Students: Discuss the features of selected works of art, such as the subject matter and the overall feeling of the work.</p> <p>Identify a work of art as distinguished from other kinds of objects and discuss where works of art can be found, (such as in the home, in school, in a museum etc.).</p> <p>Identify selected art elements (such as shape, texture, and color) that are found in works of art and describe what they might express in a work of art.</p> <p>Explore a theme that is part of the students' experience that is found in a work of art. Express that theme in another form (such as movement, music, or in composing a class story).</p>

# Arts Standard 4: Understanding the cultural dimensions and contributions of the arts

ARTS

4

Pre-K and Kindergarten

*Students will* develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## VISUAL ARTS

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand social, cultural and environmental dimensions of human society.

Elementary Performance Levels	Performance Levels for Pre-K and Kindergarten
<p>Students: Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.</p> <p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture.</p>	<p>Students: Look at and discuss a variety of two-dimensional and three-dimensional art works from different times and different cultures, and learn that art tells us something and that the drawings, paintings, and sculpture that they do is also art.</p> <p>Look at art and artifacts from different cultures of the United States and discuss what they look like.</p> <p>Make a work of art based on an image or a design that they see in a work of art from another period or another culture.</p>

# Arts Standard 1: Creating, performing, and participating in the arts

ARTS

1

Grades  
1,2

**Students will** actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

## VISUAL ARTS

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and suppressive images to communicate their own ideas in works of art. Students will develop skills in the use of a variety of art materials, processes, mediums, and techniques.. and use appropriate technologies for creating and exhibiting visual art works. Students will engage in individual and group visual arts projects and will describe various roles and means of creating, exhibiting, and performing works of art.

Elementary Performance Levels	Performance Levels for Grades 1 and 2
<p>Students: Experience and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics) based on a range of individual and collective experiences.</p> <p>Develop their own ideas and images through the exploration and creation of works based on themes, symbols, and events.</p>	<p>Students: Describe the characteristics of drawing, painting, sculpture, ceramics, and printmaking so that they can distinguish one from another.</p> <p>Acquire some basic skills in at least one of these mediums.</p> <p>Create original works of art based on their interpretations of nature, familiar places, activities with their families and friends, and imaginary places and things.</p> <p>Explore themes derived from their experiences in school (such as reading, social studies, physical education) and/or outside of school (home, places they visit, or things they see). Students develop ways to make those experiences visual in a work of art.</p> <p>Understand how symbols carry meaning in art and explore the symbols they use in their art (symbols for the sun, flowers, people, and animals, etc ).</p>

# Arts Standard 2: Knowing and using arts materials and resources.

ARTS

2

Grades  
1,2

*Students will* be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

## VISUAL ARTS

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, and galleries) and use appropriate matter (art reproductions, slides, print materials, and electronic media). Students will be aware of a wide variety of vocational options available in the visual arts and the steps necessary to achieve these goals.

Elementary Performance Levels	Performance Levels for Grades 1 and 2
<p>Students: Understand the characteristics of various mediums (two dimensional, three dimensional, and electronic images) in order to select those that are appropriate for their purposes.</p> <p>Develop skills with electronic media as a means of expressing visual ideas.</p> <p>Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, in increasing their understanding of art.</p> <p>Give examples of adults who make their living in the arts professions.</p> <p>Understand and use the elements and principles of art (line, color, texture, and shape) in order to communicate their ideas.</p> <p>Reveal through their own art work understanding of how mediums and techniques influence their creative decisions.</p> <p>Identify and use, in individual and group experiences, some of the roles and means for designing and exhibiting art work.</p>	<p>Students: Draw from observation and from imagination and understand the differences between them. Explore the characteristics of at least two mediums, (opaque painting medium vs transparent painting medium). Make sculpture, using both additive and subtractive processes, and explain the differences in these processes.</p> <p>Use a draw/paint software on the computer to create simple graphic images.</p> <p>Listen to and ask questions of a visiting museum person or an artist who brings original art works or artifacts to the classroom for students to explore. Look at original artifacts borrowed from a museum and talk about their visual characteristics and their origins.</p> <p>Listen to and ask questions of a person from the local community who makes his living in the visual arts ( a photographer, graphic designer, illustrator, or painter).</p> <p>Begin to develop the skills of identifying the qualities of visual elements, ( line, color, and texture) and begin to make decisions about how they will use these in their own art work, (use line to convey motion, use color to convey feeling, use size to suggest distance, or use pattern to suggest rhythm or movement). Begin to compose their work by arranging forms and colors in a deliberate way to convey a specific meaning.</p> <p>Describe the choices they have made about which medium or technique they used in their art work and the reasons for those choices, (such as, describe why they may have used crayon rather than tempera, or describe why a clay image of an animal that they have made is different from their drawing of the same animal).</p> <p>Work with others to plan and produce a group art work (mural or book illustrated by the class). Plan and mount a display of their art work.</p>

# Standard 3: Responding to and analyzing works of art

ARTS

3

Grades  
1,2

*Students will* respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

## VISUAL ARTS

Students will reflect upon, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Elementary Performance Levels	Performance Levels for Grades 1 and 2
<p>Students Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the work and the reason for those response.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, and volumes) found in a wide variety of art works.</p> <p>Explain the themes that are found in works of visual art and how art works are related to other forms of art (dance, music, and theatre).</p>	<p>Students: Draw conclusions about the meaning of a work of art after they have named and described what they saw in that work.</p> <p>Check their responses to a work of art by going back to the work to describe what it is about the work that triggered their responses.</p> <p>Compare works of art and describe how the elements can communicate different ideas (such as, lines may imply motion, color may convey feelings, size may suggest distance, or pattern may suggest rhythm or movement).</p> <p>Explore a theme that is part of the students' experience (children's games or imaginary worlds). Compare how that theme is depicted in a visual work of art and in another art form (a story, a poem, or a song).</p>

# Arts Standard 4: Understanding the cultural dimensions and contributions of the arts

ARTS

4

Grades  
1,2

*Students will* develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## VISUAL ARTS

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand social, cultural and environmental dimensions of human society.

Elementary Performance Levels	Performance Levels for Grades 1 and 2
<p>Students: Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.</p> <p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture.</p>	<p>Students: Look at works of art from world cultures and describe the characteristics of the images by comparing them with images they are familiar with.</p> <p>Look at works of art from a variety of historical periods and describe how the objects in those works are different from the same kinds of objects and things in their surroundings ( the clothing worn, the houses, the tools , and toys).</p> <p>Look at art and artifacts from diverse cultures of the United States and describe what they look like (ethnic costumes, Northwest Native American totems, etc.).</p> <p>Create a work of art based on the way images or designs are depicted on works of art from cultures other than their own (make a section of a quilt after looking at Amish quilts, depict an animal after looking at the way an animal is depicted in Japanese or Chinese, or Indian art ).</p>

# Arts Standard 1: Creating, performing, and participating in the arts

ARTS

1

Grades  
3,4

*Students will* actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

## VISUAL ARTS

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will develop skills in the use of a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. Students will engage in individual and group visual arts projects and will describe various roles and means of creating, exhibiting, and performing.

Elementary Performance Levels	Performance Levels for Grades 3 and 4
<p>Students: Experiment and create art work, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics) based on a range of individual and collective experiences.</p> <p>Develop their own ideas and images through exploration and creation of works based on themes, symbols, and events.</p> <p>Understand and use the elements and principles of art (line, color, texture, and shape) in order to communicate their ideas.</p> <p>Reveal through their own art work understanding of how mediums and techniques influence their creative decision.</p> <p>Identify and use, in individual and group experiences, some of the roles and means for designing and exhibiting art works.</p>	<p>Students</p> <p>Recognize the characteristics of various mediums when looking at a work of art and identify the medium used in a specific work of art. Acquire basic skills in at least two of these mediums Create more complex works of art based on their observation, recall, and imagination.</p> <p>Explore themes derived from their experiences in school (literature, social studies, physical education, science) and/or outside of school (home, the popular media, places they visit, etc.). Students develop ways to make these experiences visual in a work of art. Explore the meaning of symbols they find in works of art and discover ways in which they use symbols in their own work (such as, symbols for objects they are depicting, for ways of identifying or distinguishing one person from another, etc ).</p> <p>Further develop the skills of identifying the qualities of the visual elements, and make some decisions about how they will use these in their work (such as, use line to convey motion or feeling, color to convey emphasis, size to convey space, pattern to convey rhythm, and shape and form to convey meaning). Continue to compose their art work by arranging the visual elements in a deliberate way to convey meaning.</p> <p>Make a choice between two mediums based on their understanding of the properties of each of the mediums and their ability to convey a specific meaning through that medium. Reflect on the effects of a medium specified by the teacher on the ideas that are conveyed in the work (such as, the ideas or feeling that is communicated by the use of a fine marker as a drawing instrument vs. the use of brush and ink).</p> <p>Work with others to plan and produce a group art work (mural, book illustrated by the class, or a stage design). Plan and mount a display of their art work.</p>

# Arts Standard 2: Knowing and using arts materials and resources

ARTS

2

Grades  
3,4

*Students will* be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

## VISUAL ARTS

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions libraries, museums, and galleries) and use appropriate materials (art reproductions, slides, print materials, and electronic media). Students will be aware of a wide variety of vocational options available in the visual arts and the steps necessary to achieve these goals.

Elementary Performance Levels	Performance Levels for Grades 3 and 4
<p>Students: Understand the characteristics of various mediums (two-dimensional, three dimensional and electronic images) in order to select those that are appropriate for their purposes.</p> <p>Develop skills with electronic media as a means of expressing visual ideas.</p> <p>Know about some cultural institutions (museum and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, in increasing their understanding of art.</p> <p>Give examples of adults who make their living in the arts professions.</p>	<p>Students: Continue to draw from observation and from imagination. Learn how to transform drawings from observation into imaginative drawings.</p> <p>Explore at least three mediums, comparing and contrasting the technical and visual characteristics of each. Develop technical skills in at least two mediums.</p> <p>Make sculpture, using both the additive and subtractive processes and describe the differences between these processes.</p> <p>Use a draw/paint computer software to create graphic images employing the use of selected visual elements and the principles of composition.</p> <p>Use multimedia as a means of generating a graphic image (such as, a pin hole camera and/or a video camera and/or Xerox copying).</p> <p>Ask questions about and be able to discuss the ideas presented by a visiting museum person or an artist who brings original art works or artifacts to the classroom.</p> <p>Examine original artifacts borrowed from a museum or some other source and discuss their visual characteristics, origins, and purposes.</p> <p>Listen to and ask questions of a person from the local community who makes his/her living in the visual arts (photographer, graphic designer, illustrator, painter, or architect, etc.)</p>

# Standard 3: Responding to and analyzing works of art.

ARTS

3

Grades  
3,4

*Students will* respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

## VISUAL ARTS

Students will reflect upon, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Elementary Performance Levels	Performance Levels for Grades 3 and 4
<p>Students Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reason for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, and volumes) found in a wide variety of art works.</p> <p>Explain the themes that are found in works of visual art and how art works are related to other forms of art (dance, music, and theatre).</p>	<p>Students: Describe, analyze, and interpret selected works of art exploring their functions, purposes, and roles.</p> <p>Describe their responses to a work of art, orally and in writing, and explore the reasons for their responses.</p> <p>Use art terms to describe, analyze, and interpret the visual characteristics of works of art.</p> <p>Compare and contrast the function of selected visual elements in two or more works of art.</p> <p>Explore a theme that is part of the students' experience (the power of nature, the love and/or conflict between or among people, etc.). Explain how that theme is portrayed in selected works of art. Explore how that same theme is conveyed in a poem, a story, a dance, a musical selection, or a theatre piece.</p> <p>Explore how themes or ideas found in works of art may also be expressed in other disciplines (the power, the rhythms, and patterns of nature as expressed in science; and the idea of pattern, rhythm, and progression as found in mathematics).</p>

# Arts Standard 4: Understanding the cultural dimensions and contributions of the arts

ARTS

4

Grades  
3,4

*Students will* develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## VISUAL ARTS

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how time and place influence the visual characteristics of the art work. Students will explore art to understand social, cultural, and environmental dimensions of human society.

Elementary Performance Levels	Performance Levels for Grades 3 and 4
<p>Students Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events.</p> <p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture.</p>	<p>Students Contrast and compare the cultural functions and origins of selected works of art.</p> <p>Explore how types and styles of art are influenced by time and culture (such as the depiction of the human figure changes with time and is different in different cultures, and the depiction of space changes over time and among cultures).</p> <p>Look at art and artifacts from diverse cultures of the United States and describe the visual characteristics (such as, the Spanish style of architecture found in the Southwest, the art of African Americans which depict the African American experience, Romare Bearden, Jacob Lawrence, etc.).</p> <p>Create a work of art which reinterprets the style or design of a work of art from another culture.</p>

# Arts Standard 1: Creating, performing, and participating in the arts

ARTS

1

Grades  
5,6

**Students will** actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

## VISUAL ARTS

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will develop skills in the use of a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. Students will engage in individual and group visual arts projects and will describe various roles and means of creating, exhibiting and performing.

### Elementary Performance Levels

Students:

Experience and create art work in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics) based on a range of individual and collective experiences.

Develop their own ideas and images through the exploration and creation of works based on themes, symbols and events.

### Performance Levels for Grades 5 and 6

Students

Recognize more subtle characteristics of mediums and are able to apply that knowledge when they are looking at works of art and when they select mediums to use in their own work.

Acquire basic skills in at least three of these mediums.

Create more complex works of art based on their observations, recall, and imagination.

Explore themes derived from their experiences both in school and outside of school, including larger cultural themes, (myths, nature, human concerns and needs).

Explore the meaning of symbols and images they find in works of art and discover ways in which they may use symbolism and images in their own work. Discover symbols and meaningful images used in other times and other cultures and derive ways of adapting these to their own artistic needs.

# Arts Standard 2: Knowing and using arts materials and resources.

ARTS

2

Grades  
5,6

*Students will* be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

## VISUAL ARTS

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions libraries, museums, and galleries) and use appropriate materials (art reproductions, slides, print materials, and electronic media). Students will be aware of a wide variety of vocational options available in the arts.

Elementary Performance Levels	Performance Levels for Grades 5 and 6
<p>Students: Understand the characteristics of various mediums (two-dimensional, three-dimensional, and electronic images) in order to select those that are appropriate for their purposes.</p> <p>Develop skills with electronic media as a means of expressing visual ideas.</p> <p>Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, in increasing their understanding of art.</p> <p>Give examples of adults who make their living in the arts professions.</p> <p>Understand and use the elements and principles of art (line, color, texture, and shape) in order to communicate their ideas.</p> <p>Reveal through their own art work understanding of how mediums and techniques influence their creative decisions.</p> <p>Identify and use, in individual and group experiences, some of the roles and means for designing and exhibiting art works.</p>	<p>Students: Continue to develop drawing skills for sketching ideas, for recording observations and for expressing imaginative ideas. Continue to explore a variety of mediums, developing a deeper knowledge of the visual and technical characteristics of these mediums. Develop technical skills in at least three mediums by the end of 6th grade. Make sculpture using both the additive and subtractive processes which require multiple steps.</p> <p>Use computer graphics software program to create images which indicate a knowledge of the visual language. Use multimedia to create visual images.</p> <p>Be able to discuss both orally and in writing the ideas presented by a visiting museum person or a visiting artist. Examine original artifacts borrowed from a museum or some other source and research and discuss their visual characteristics, origins, and purposes.</p> <p>Research and discuss the job requirements and preparation for a person who makes his/her living in the visual arts.</p> <p>Perceive more subtle characteristics and interactions of the elements and principles of art. Use selected elements and principles of art in their own work in such a way that they give evidence that they understand how these elements and principles give structure and meaning to their work.</p> <p>Select a medium from an array of three or more, and be able to describe why they chose that medium. Analyze whether or not the medium they chose for a particular work was effective in expressing their ideas.</p> <p>Work with others to plan and produce a group art work, with each student reflecting on his/her level of participation. Plan and mount a display of their art work, including the writing of descriptive labels.</p>

# Standard 3: Responding to and analyzing works of art

ARTS

3

Grades  
5,6

*Students will* respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

## VISUAL ARTS

Students will reflect upon, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Elementary Performance Levels	Performance Levels for Grades 5 and 6
<p>Students Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reason for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shapes, sizes, and volumes) found in a wide variety of art works.</p> <p>Explain the themes that are found in works of visual art and how art works are related to other forms of art (dance, music, and theatre).</p>	<p>Students: Describe, analyze and interpret selected works of art based on their understanding of the general style of the works, of the purpose and function of the works.</p> <p>Describe their responses to works of art both orally and in writing based on their understanding of the meaning and purpose of the works and on their experience of the ideas expressed.</p> <p>Identify and describe the characteristics of at least four styles of art, either a general style or the style of a particular artist.</p> <p>Use the art vocabulary with increasing skill to describe, analyze, and interpret the visual characteristics of works of art.</p> <p>Compare and contrast the function of at least three art elements in selected works of art.</p> <p>Explore a theme that is part of the students' experience and explain how that theme is portrayed in selected works of visual art. Explore how the same theme is expressed in other art forms.</p> <p>Research how a theme or idea found in art may also be expressed in another discipline.</p>

# Arts Standard 4: Understanding the cultural dimensions and contributions of the arts

ARTS

4

Grades  
5,6

*Students will* develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## VISUAL ARTS

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand social, cultural and environmental dimensions of human society.

Elementary Performance Levels	Performance Levels for Grades 5 and 6
<p>Students Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.</p> <p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture</p>	<p>Students Learn about selected styles in art in other cultures and explore how the art expresses the beliefs and values of the given culture.</p> <p>Learn about selected periods in Western art and explore how at least one recurring theme is depicted, (such as nature, religious beliefs, myths, or human aspirations).</p> <p>Study selected art and artifacts from diverse cultures of the United States and describe the style, organization, and cultural meaning in the works.</p> <p>Select a style of art from a particular artist, historical period, or other culture and reinterpret that style in terms of the student's own style and intent.</p>

## Studio in Art

# THE COURSE AT A GLANCE

ARTS

Visual arts teachers are currently involved in examining course offerings in light of the learning standards for the arts. This “Studio in Art” course outline demonstrates one teacher’s approach to developing a scope and sequence and includes specifics on the key concepts which are included in the course.

September	November	January	March	May		
What is art? Symbols, and Metaphors.	Art Criticism 5 steps.	Elements and Principles of Design.	6 Types of Composi- tion	Ways to Modify Images or Objects	Art Strategies	Art History

Here are some details:

**Art criticism:** 1) receptive mind 2) description 3) formal analysis 4) bracketing 5) interpretation

**Elements of design:**

- line
- shape
- color
- texture
- space
- form (or volume)
- value

**Principles of design:**

- balance
- movement
- repetition
- emphasis
- contrast
- unity
- variety
- pattern
- rhythm

**Art Strategies:**

- mystery
- irony
- confrontation
- rational persuasion
- emotional persuasion
- catharsis/cultural reference
- satire/humor

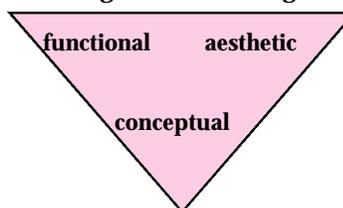
**6 types of composition:**

- formal
- lyrical
- infinite
- monumental/diminutive
- dynamic
- incongruous

**Ways to modify images or objects:**

- use closure
- multiply
- superimpose
- transpose
- expand or shrink
- distort
- focalize
- simplify
- disguise
- embellish
- fragment
- change perspective
- metamorphosis

**The range of art and design:**



Adapted from: Adams, Bruce. Tonowanda School District

# Multicultural Awareness in Music and the Arts

Perhaps more than any other discipline, the Arts provide abundant opportunities for teachers to develop an awareness of the richness of other cultures. Experiencing the dance, music, theatrical traditions, and art work of other cultures enriches, enlivens, and extends a child's understanding and appreciation of the many ways in which individuals communicate their beliefs and traditions. The following statement, which refers to music education but applies in all of the art areas, outlines the benefits of developing multicultural awareness.

Long before young children reach elementary school, they have been exposed to a variety of styles of music considered multicultural. In many instances, a particular ethnic musical style can be heard in the homes and neighborhoods from which the children come, and at religious services, ethnic festivals, etc. In addition, musical styles such as jazz, gospel, blues, and Latino are everywhere in the media, or on records, discs, or tapes. Thus, when children enter school they may have begun to formulate some preferences for a particular style or styles of music.

Upon entering school, the students, through multicultural experiences, can achieve understanding of and respect for these various styles of music. Just as important, music can be an enjoyable and active medium for better understanding of each student's cultural roots. From meaningful multicultural musical experiences the students will:

- value their own cultural roots and musical expression thereof
- understand that different forms of musical expression have value
- understand and appreciate the music and peoples of other cultures
- understand that America is a pluralistic society
- develop an understanding and appreciation for the intrinsic worth of all groups within a given culture
- develop a multicultural awareness that may be carried over to aspects of the school environment.

Source: *Music PreK-6 Syllabus/Guide: Field Test Edition* New York State Education Department, Albany, NY.