

**State Goal 25: Know the Language of the Arts:**

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, differences, and connections in and among the arts.

**National Standards for Arts Education:** Students should know and be able to develop and present basic analyses of works of art. Students should know and be able to relate various types of arts knowledge and skills within and across the arts disciplines.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>DANCE</b></p> <p><b>Critical for Mastery at Grade 4:</b> 4.25A.01 Identify ways to vary actions through contrast in time, force, and flow of movement.</p>	<ul style="list-style-type: none"> <li>• Identify and/or invent movement to demonstrate elements.</li> <li>• Use improvisation to vary actions.</li> </ul>	
<p>4.25A.02 Observe and describe the use of spatial factors in dance compositions.</p>	<ul style="list-style-type: none"> <li>• Solve dance problems, e.g., alter force/level in movement to create a different mood/meaning.</li> <li>• Discuss how two dances are similar/different in terms of one of the elements of dance e.g., space; observe body shapes, levels, and pathways.</li> </ul>	
<p>4.25A.03 Distinguish between sustained/percussive movement qualities.</p>	<ul style="list-style-type: none"> <li>• Explain the difference between sustained and percussive movement; tell why and how each is used.</li> </ul>	<p>Music: Play sustained and percussive phrases on classroom instruments; “act out” the differences.</p>
<p>4.25A.04 Identify choreographic and musical forms.</p>	<ul style="list-style-type: none"> <li>• Use common objects, e.g., beads, to show AB, ABA, and round.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.25A.05 Identify the choreographic principles in a dance composition.	<ul style="list-style-type: none"> <li>• Identify aesthetic principles, e.g., contrast, repetition.</li> <li>• Discuss how dance is similar/ different from other forms of human movement, e.g., sports, gestures.</li> </ul>	<p><i>“Art is more than a product of your efforts — it should be about feeling, life, attitude, soul.”</i></p> <p style="text-align: right;">Sergei Bongart</p>
4.25A.06 Interpret the kinds of meanings/feelings conveyed by different space, time and energy factors.	<ul style="list-style-type: none"> <li>• Discuss movements used to create meanings/feelings, e.g., fast/light, ongoing, large actions on a zigzag pathway.</li> <li>• Pantomime a story using space and movement to create a character(s), emotions, or to imitate events.</li> <li>• Describe an action, e.g., skip, gallop and movement elements, e.g., level, direction, in a brief movement study.</li> <li>• Explore the use of space with timing and combine locomotor patterns with and without music.</li> </ul>	
<p><b>DRAMA</b></p> <p><b>Critical for Mastery at Grade 4:</b>            4.25A.01            Identify conflict in a dramatic situation.</p>	<ul style="list-style-type: none"> <li>• Describe the conflict in a drama and explain how the conflict is developed.</li> </ul>	<p>Literature: Create a script from a segment of a story.</p>
4.25A.02 Identify the elements of a scripted drama.	<ul style="list-style-type: none"> <li>• Identify elements, e.g., plot, character, time, space.</li> <li>• Use research, print, and nonprint sources to inform scriptwriting.</li> </ul>	<p>Literature: Create a script from a newspaper article.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.25A.03 Analyze the choice of setting and characters used in a drama.	<ul style="list-style-type: none"> <li>• Explain character and setting choices, e.g., character, time, place, etc.</li> <li>• Work with others to create dramatizations, e.g., the development of characters, environment, and situations.</li> </ul>	
4.25A.04 Identify the message, theme, and purpose of a drama.	<ul style="list-style-type: none"> <li>• Retell the message of the drama; describe the theme and purpose of the presentation.</li> </ul>	
4.25A.05 Analyze how different emotions affect an actor's movement, facial expression, posture, walk, and gestures.	<ul style="list-style-type: none"> <li>• Sustain characters with consistency in classroom dramatizations; use variations of movement/speech to develop/differentiate characters.</li> <li>• Use body posture, facial expression, and movement to show clear, detailed expressions/emotions.</li> </ul>	
<b>Significant to Develop at Grade 4:</b> 4.25A.06 Explain how music and sound are used to communicate emotion and mood.	<ul style="list-style-type: none"> <li>• Listen to/observe a dramatic presentation; tell how music and sound enhanced/communicated the mood and emotions.</li> </ul>	
4.25A.07 Defend movement and vocal choices used to communicate an idea.	<ul style="list-style-type: none"> <li>• Tell why movement and vocal choices were appropriately chosen to communicate an idea.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>MUSIC</b></p> <p><b>Critical for Mastery at Grade 4:</b>            4.25A.01            Describe the tempo/dynamics in a simple musical example.</p>	<ul style="list-style-type: none"> <li>• Listen to a musical example and describe the tempo/dynamics; use appropriate musical terms, e.g., forte, piano, presto, etc.</li> </ul>	
<p>4.25A.02            Replicate the rhythm pattern of a given musical example.</p>	<ul style="list-style-type: none"> <li>• Reproduce and/or create sounds using the body as instrument, e.g., stamping, patting thighs, clapping, snapping fingers.</li> </ul>	
<p>4.25A.03            Demonstrate duple and triple meter.</p>	<ul style="list-style-type: none"> <li>• Tap or clap duple, triple meter correctly.</li> </ul>	
<p>4.25A.04            Identify major and minor tonalities in musical examples.</p>	<ul style="list-style-type: none"> <li>• Recognize tonal relationships, e.g., in simple, easily recognizable tunes.</li> <li>• Demonstrate an awareness of the relationship of tonalities to mood/interpretation.</li> <li>• Play/sing simple tunes in major/minor modalities.</li> </ul>	
<p>4.25A.05            Define melody and harmony.</p>	<ul style="list-style-type: none"> <li>• Give definitions/examples that show an understanding of the difference between melody and harmony.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 4:</b> 4.25A.06 Identify melodies going upward, going downward, and staying the same in a written musical example.</p>	<ul style="list-style-type: none"> <li>• Use bodily movement, e.g., stand-sit games to identify melodic trend; discriminate among steps, leaps, and repeated notes.</li> </ul>	
<p>4.25A.07 Identify timbre (tone color) or a variety of musical instruments.</p>	<ul style="list-style-type: none"> <li>• Listen to/identify tone color of instrument correctly.</li> <li>• Categorize musical instruments by “family” and sound.</li> </ul>	
<p>4.25A.08 Describe the repetition and contrast in form in a musical example.</p>	<ul style="list-style-type: none"> <li>• Listen to a musical example and identify/describe repeated or contrasting phrases.</li> </ul>	
<p>4.25A.09 Explain the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments.</p>	<ul style="list-style-type: none"> <li>• Listen to, analyze, and evaluate a musical selection; identify theme or motif.</li> <li>• Use appropriate vocabulary to explain personal preferences for specific musical works/styles.</li> <li>• Expressively perform a musical selection.</li> <li>• Appreciate the beauty expressed through rhythm and dance.</li> </ul>	<p>Visual Arts: Classify works of art that have similar themes, e.g. religious, environmental, etc.</p>
<p><b>VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 4:</b> 4.25A.01 Identify the positive and negative space in an art work.</p>	<ul style="list-style-type: none"> <li>• Employ negative and positive space in personal creations.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.25A.02 Distinguish between 2-D and 3-D art works.	<ul style="list-style-type: none"> <li>• Name basic 2-D figures, e.g., geometric figures, e.g., circle, square, rectangle, triangle, and freeform figures.</li> <li>• Name basic 3-D figures, e.g., cube, cone, cylinder, pyramid, sphere.</li> <li>• Describe/contrast 2-D and 3-D art work.</li> </ul>	<p><i>“Art is ruled uniquely by the imagination.”</i>            Benedetto Croce</p>
4.25A.03 Explain the importance of the light source in creating light and shadow.	<ul style="list-style-type: none"> <li>• Explain value, i.e., range of darkness to lightness.</li> <li>• Demonstrate the use of a light source to create highlights/shadows.</li> </ul>	
4.25A.04 Construct a color wheel in a given media.	<ul style="list-style-type: none"> <li>• Construct a color wheel in a given media, e.g., cut or torn paper, paint, oil, pastels.</li> </ul>	
4.25A.05 Recognize rhythm created through the repetition of sensory elements.	<ul style="list-style-type: none"> <li>• Create a painting/drawing that demonstrates rhythm using space, balance, color.</li> </ul>	
4.25A.06 Recognize the relationship of parts to the whole in an art work.	<ul style="list-style-type: none"> <li>• Show the relationships of parts to the whole, e.g., <i>The Square of Mondrain</i>.</li> </ul>	Science: Examine simple machines to understand the relationships of parts to a whole.
<b>Significant to Develop at Grade 4:</b> 4.25A.07 Demonstrate the use of radial balance in a 2-D art work.	<ul style="list-style-type: none"> <li>• Show radial balance in an art work, painting, photograph, etc.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.25A.08 Identify symbols from everyday life in a given art work.	<ul style="list-style-type: none"> <li>• Examine works of art; identify symbols therein and their meanings.</li> </ul>	
4.25A.09 Compare mood in several portraits of famous people.	<ul style="list-style-type: none"> <li>• Describe the mood observed and how it is indicated; compare the portraits.</li> </ul>	
4.25A.10 Describe the use of line in gesture drawing.	<ul style="list-style-type: none"> <li>• Observe/describe the lines in a variety of images; identify positive/negative space.</li> <li>• Use lines to convey personal feelings.</li> </ul>	Dance: Use gestures to convey personal feelings.
4.25A.11 Illustrate an original story.	<ul style="list-style-type: none"> <li>• Write an original story; enhance it with illustrations.</li> <li>• Refine an art work to increase definition, detail, and control.</li> </ul>	
<p><b>DANCE/DRAMA/MUSIC/VISUAL ARTS</b></p>		
<p><b>Critical for Mastery at Grade 4:</b></p>		
4.25B.01 Use the vocabulary of elements, principles, and tools when describing a work of art.	<ul style="list-style-type: none"> <li>• Choose, present, and discuss a work of art using appropriate vocabulary correctly; refer to the elements of art and principles of design.</li> <li>• Describe the visual characteristics of a work of art, e.g., color, texture, and the purpose of art, e.g., personal, commercial; tell how the characteristics/purposes are used to shape ideas, mood, and/or emotion.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 4:</b> 4.25B.02 Plan and create a work of art that expresses a specific idea mood or emotion using defined elements, principles and tools.</p>	<ul style="list-style-type: none"> <li>• Choose a theme; create a work of art to express your unique view point.</li> <li>• Identify the work as realistic or imaginary/fantasy.</li> </ul>	<p><i>“Every genuine work of art has as much reason for being as the earth and the sun.”</i></p> <p>Ralph Waldo Emerson</p>



**State Goal 26: Through creating and performing, understand how works of art are produced:**

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

**National Standards for Arts Education:** Students should be able to communicate at a basic level in the four arts disciplines.  
 Students should be able to communicate proficiently in at least one art form.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>DANCE</b></p> <p><b>Critical for Mastery at Grade 4:</b></p> <p>4.26A.01                      Apply varied and appropriate processes when dancing.</p> <p>4.26A.02                      Identify the production aspects of dance seen in dance compositions.</p> <p>4.26B.01                      Demonstrate an awareness of body control in movement.</p> <p>4.26B.02                      Use choreographic and simple musical forms to create movement phrases.</p>	<ul style="list-style-type: none"> <li>• Apply processes, e.g., performing, improvising, exploring, composing, and choreographing while dancing.</li> <li>• Tell about the production aspects of dance, e.g., music, lighting, costuming, setting, scenery.</li> <li>• Demonstrate kinesthetic awareness, concentration, and focus when performing.</li> <li>• Perform with clarity in body shape, size, level, direction, and pathways when dancing.</li> <li>• Use simple forms, e.g., AB, ABA, round, rondo, to create phrases.</li> <li>• Apply changes of energy in a sequence of dance movements.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.26B.03 Use a variety of dance elements and resources to convey ideas, feelings, or characters in dance compositions.</p>	<ul style="list-style-type: none"> <li>• Recognize the body as an instrument of communication.</li> <li>• Use movement and/or voice to communicate characters, actions, emotions, and settings.</li> </ul>	<p>Literature: Create a dance for two characters and “act out” a scene from a story without words.</p>
<p><b>Significant to Develop at Grade 4:</b> 4.26B.04 Apply the creative processes when creating dances.</p>	<ul style="list-style-type: none"> <li>• Apply processes, e.g., problem solving, interpreting, imagining, visualizing, communicating when creating dances.</li> </ul>	<p>Religion: Create and perform a dance for a scene from a Bible story.</p>
<p>4.26B.05 Develop a repertoire of folk dance representative of a variety of cultures.</p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate basic steps, positions, and patterns for dances from a variety of traditions, e.g., square, reel, polka, Middle Eastern, etc.</li> </ul>	<p>Social Studies: Perform dances from areas/locales that correspond to curriculum content.</p>
<p><b>DRAMA</b></p> <p><b>Critical for Mastery At Grade 4:</b> 4.26A.01 Analyze the ways the mind, body, and voice are used to communicate character, setting, and emotions.</p> <p>4.26A.02 Identify support tools used in drama.</p>	<ul style="list-style-type: none"> <li>• Use a single phrase/line to express a variety of emotions.</li> <li>• Tell how using costumes, sets, lights, props, sounds, etc. enhance a drama</li> </ul>	<p>Dance: Tell how using costumes, sets, lights, props, sounds, etc. enhance a performance.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.26A.03 Demonstrate the process used to refine a drama.	<ul style="list-style-type: none"> <li>• Plan, practice, evaluate, revise, re-plan, re-practice to refine a drama.</li> </ul>	
4.26B.01 Demonstrate concentration, recall, and memorization of sequencing to create a drama.	<ul style="list-style-type: none"> <li>• Tell how actors concentrate, recall, and memorize sequence to create a drama.</li> <li>• Demonstrate stage poise when performing for an audience.</li> </ul>	Mathematics: Demonstrate concentration, recall, and memorization to problem solve.
4.26B.02 Demonstrate teamwork when planning an ensemble drama.	<ul style="list-style-type: none"> <li>• Demonstrate brainstorming, collaboration, compromise when planning.</li> </ul>	
<b>Significant to Develop at Grade 4:</b> 4.26A.04 Compare puppeteering to acting and improvising.	<ul style="list-style-type: none"> <li>• Tell about the use of a puppet to communicate a story; compare this to acting and improvising.</li> </ul>	
<b>MUSIC</b>  <b>Critical for Mastery at Grade 4:</b> 4.26A.01 Identify orchestral/band instruments from aural examples.	<ul style="list-style-type: none"> <li>• Identify instruments upon hearing an orchestra/band performance.</li> </ul>	
4.26A.02 Identify general groupings of instruments and voices.	<ul style="list-style-type: none"> <li>• Identify groupings, e.g., chorus, band, orchestra., etc.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.26A.03 Describe how selected instruments produce their sound.</p>	<ul style="list-style-type: none"> <li>• Sort instruments by “family,” e.g., how their sound is produced; tell how materials used affect tone color.</li> <li>• Make a simple instrument; explain how its sound is produced.</li> </ul>	<p>Science: Explore the theory of sound production.</p>
<p>4.26A.04 Notate simple rhythmic and melodic patterns.</p>	<ul style="list-style-type: none"> <li>• Identify/use standard notation symbols for meter, pitch, rhythm, dynamics, tempo, and expression; interpret these correctly while performing.</li> </ul>	
<p>4.26A.05 Demonstrate basic vocal and/or instrumental production techniques.</p>	<ul style="list-style-type: none"> <li>• Demonstrate proper techniques when singing: sing in time, in rhythm, use proper breath support, good diction, and expression; use proper posture, bowing, stick control.</li> <li>• Listen/participate, appropriately, in classroom musical activities.</li> <li>• Practice good choral singing techniques.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.26B.01 Sing or play accurately simple rhythmic and melodic patterns from a written score.</p>	<ul style="list-style-type: none"> <li>• Identify bass clef.</li> <li>• Identify a phrase.</li> <li>• Engage in ear training to accurately sing/play patterns from a written score.</li> <li>• Experience playing/singing in a small ensemble or group.</li> <li>• Respond to the cues of a conductor when performing in a group.</li> <li>• Sing and/or play music that has a difficulty level of 1 (on a scale of 1-6) on pitch, in rhythm, with appropriate timbre, with a steady tempo, with good breath/bow/stick control, and with clear articulation/diction and good posture and playing position.</li> </ul>	
<p><b>Significant to Develop at Grade 4:</b> 4.26B.02 Improvise simple rhythmic variations or simple melodic embellishments on familiar themes.</p>	<ul style="list-style-type: none"> <li>• Improvise/create music and lyrics.</li> <li>• Sing partner songs and counter melodies; use body rhythms, e.g., fingers, snaps, claps.</li> </ul>	
<p>4.26B.03 Create short songs or instrumental pieces within specified guidelines.</p>	<ul style="list-style-type: none"> <li>• Compose, according to specified guidelines, e.g., a haiku set to music/rhythm.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 4:</b> 4.26A.01 Choose the correct tools to apply a specific media to a given surface.</p>	<ul style="list-style-type: none"> <li>Choose the tools, e.g., brushes, pencils, scissors, and the media, e.g., markers, tempera, watercolors, clay/plasticene to apply to specific surfaces, e.g., paper, canvas, board.</li> </ul>	<p>Religion: Create a work of art from a given material to depict a story, person, event from the Bible.</p>
<p>4.26A.02 Match the processes with simple tools.</p>	<ul style="list-style-type: none"> <li>Tell the tools used to create processes, e.g., apply paint, mold clay.</li> </ul>	
<p>4.26A.03 Select a specific art material to communicate a given idea.</p>	<ul style="list-style-type: none"> <li>Choose an art material to show a specific idea, e.g., a pen line to create hair.</li> </ul>	
<p>4.26A.04 Describe how different materials are used to achieve different effects depicting a similar idea.</p>	<ul style="list-style-type: none"> <li>Describe/demonstrate how materials, e.g., crayon/chalk have different effects yet depict a similar idea.</li> </ul>	
<p>4.26A.05 Differentiate among photographs, paintings, weavings, prints, ceramics, and sculpture.</p>	<ul style="list-style-type: none"> <li>Discriminate among photos, painting, weaving, prints, ceramics, and sculpture correctly.</li> </ul>	
<p>4.26A.06 Demonstrate fundamental processes in a variety of visual art forms.</p>	<ul style="list-style-type: none"> <li>Show movement, shape, texture, etc. in observed and/or created art works.</li> <li>Select/justify/use subject matter and/or symbols to express an idea and/or communicate a meaning.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.26B.01 Visually express a verbal or written idea.	<ul style="list-style-type: none"> <li>• Illustrate an original story.</li> </ul>	Literature: Illustrate a poem.
<b>Significant to Develop at Grade 4:</b> 4.26B.02 Use a sketchbook to record ideas and designs.	<ul style="list-style-type: none"> <li>• See/sketch many kinds of beauty.</li> <li>• Look at everyday things imaginatively.</li> </ul>	
4.26B.03 Design a pattern of geometric shapes and render it in a 3-D object.	<ul style="list-style-type: none"> <li>• Manipulate paper to create geometric shapes; create a 3-D object.</li> </ul>	
4.26B.04 Draw manufactured or natural objects from direct observation.	<ul style="list-style-type: none"> <li>• Draw an object while looking at it.</li> </ul>	

**State Goal 27: Understand the role of the arts in civilizations, past, and present.**

- A. Analyze how the arts function in history, society, and in every day life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

**National Standards for Arts Education:** Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>DANCE/DRAMA MUSIC/VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 4:</b> 4.27A.01 Demonstrate good audience behaviors.</p>	<ul style="list-style-type: none"> <li>• Define/demonstrate proper etiquette at a school assembly.</li> </ul>	
<p>4.27A.02 Describe the roles of artists in society.</p>	<ul style="list-style-type: none"> <li>• Explain that art is both historical artifact and visual record of civilization.</li> <li>• Understand that artists preserve and build upon their heritage.</li> </ul>	<p>Social Studies: Study artists from past and present Western, non Western cultures; investigate how their art related to political, cultural, historical events.</p>
<p>4.27A.03 Describe a variety of places where the arts are produced, performed, or displayed.</p>	<ul style="list-style-type: none"> <li>• Describe theatres, museums, galleries, concert halls, the outdoors, etc., as art venues.</li> </ul>	
<p>4.27A.04 Explain how the arts are used in commercial applications.</p>	<ul style="list-style-type: none"> <li>• Describe commercial applications of the arts, e.g., architecture, landscape design, fashion design, background music, television, advertisements, TV commercials, package design, industrial design, etc.</li> </ul>	



LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>4.27A.05 Describe occupations that are related to the arts.</p>	<ul style="list-style-type: none"> <li>• Name a few of the many occupations, e.g., landscape architect, political cartoonist, fashion designer, sound engineer, etc.</li> </ul>	
<p>4.27B.01 Investigate the ways various people (past and present) use the arts to celebrate similar events.</p>	<ul style="list-style-type: none"> <li>• Describe how art can “lift the human spirit” through celebrations, festivals, seasonal events, etc.</li> </ul>	
<p>4.27B.02 List significant contributions made by artists in several art forms.</p>	<ul style="list-style-type: none"> <li>• Recognize works of key artists in various periods/styles.</li> </ul>	<p><i>“All students can appreciate and understand the arts as essential components of being human.”</i></p> <p>A. Graham Down and Ruth Mitchell</p>