

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>DANCE</p> <p>Critical for Mastery at Grade 5:</p> <p>5.25A.01 Distinguish among the qualities of time, force, flow.</p> <p>5.25A.02 Identify and describe choreographic and musical forms (AB, ABA, round, rondo).</p> <p>5.25A.03 Structure movement phrases using choreographic principles.</p> <p>Significant to Develop at Grade 5:</p> <p>5.25A.04 Identify ways to vary actions through contrasts in time, force, and flow of movement.</p>	<ul style="list-style-type: none"> • Tell how the qualities of time, force, flow affect the quality/meaning of a dance. • Identify/describe forms correctly. • Identify/demonstrate a range of movement qualities, e.g., float, dab, punch, glide. • Perform motions/movements and contrast between movements, transitions, reordering a movement, using principles of choreography. • Identify various movements, e.g., sustained, percussive, swing, and vibrate, suspend, and collapse to vary actions. 	<p>Science: Use dance to interpret concepts of force, flow, and movement.</p> <p>Physical Education: Practice different skills from different sports.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.25A.05 Observe and describe relationships created through variation in spatial factors.	<ul style="list-style-type: none"> • Observe/describe planes of the body. 	
5.25.A.06 Discuss possible meanings of various dance compositions.	<ul style="list-style-type: none"> • Identify/discuss story, theme, objective, variation, emotions, etc. in various dance compositions. 	
<p>DRAMA</p> <p>Critical for Mastery at Grade 5:</p> 5.25A.01 Analyze movement and sound choices used to communicate mood and character.	<ul style="list-style-type: none"> • Describe vocal/non-vocal choices and use of movement to communicate mood/character. 	<p><i>“Art is the flower of life and, as seed, it gives back life.”</i></p> <p style="text-align: right;">Remy de Gourmont</p>
5.25A.02 Combine physical shape level, and/or facial expression to communicate theme, emotion, mood, and/or character dynamics.	<ul style="list-style-type: none"> • Communicate a theme, emotion, mood, or character using shape, expression, and dynamics. 	
5.25A.03 Differentiate between improvisation and scripted drama.	<ul style="list-style-type: none"> • Improvise on a script using personal experience, heritage, and imagination; formalize improvisations by writing or recording the dialogue, situations, and environment. • Improvise dialogue to tell a story. 	<p>Dance: Improvise movement to tell a story.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.25A.04 Evaluate the choice of setting and character used in a drama.	<ul style="list-style-type: none"> • Tell how artistic choices affect the meaning, presentation, and characters of a drama. 	
5.25A.05 Identify the message, theme, and purpose of a drama.	<ul style="list-style-type: none"> • Observe a televised, live, or video drama; identify the theme, purpose, etc. 	
5.25A.06 Analyze how different emotions affect an actor's movement, facial expression, posture, walk, and gestures.	<ul style="list-style-type: none"> • Model/demonstrate expressions/gestures that describe a character's emotions. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 5:</p> 5.25A.01 Describe the tempo(s) and dynamic(s) in a complex aural musical example. 5.25A.02 Identify the timbre (tone color) of the instruments and/or voices in an aural musical example. 5.25A.03 Identify the meter in a musical example. 5.25.A.04 Distinguish major and minor tonalities in aural musical examples.	<ul style="list-style-type: none"> • Recognize mood, changes in pitch, tempo, volume, rhythm, and harmony in a complex musical example. • Recognize the sound of various musical instruments – both band and orchestra, e.g., flute, violin, clarinet, trumpet. • Identify the number of beats and the time value assigned to each note in a measure. • Distinguish among selections/phrases written in major/minor keys. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.25A.05 Describe melodic movement in an aural example.	<ul style="list-style-type: none"> • Listen to/describe melodic movement, e.g., upward, downward, steps, skips, repeated notes. 	
5.25A.06 Distinguish between a melody with harmony and a melody without harmony	<ul style="list-style-type: none"> • Sing songs, e.g., rounds and/or partner songs in parts, to distinguish melody and harmony. • Identify/write basic harmonies. 	
5.25.A.07 Identify simple music forms when presented aurally.	<ul style="list-style-type: none"> • Listen to/describe variations in music forms, e.g., imitation, theme. • Recognize the elements of opera and a musical. 	
5.25A.08 Justify 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.	<ul style="list-style-type: none"> • Develop appropriate criteria for justifying/evaluating performances and/or compositions. 	Dance: Justify the selection of organizational and sensory elements to express a particular idea, mood, and, or emotion.
VISUAL ARTS Critical for Mastery at Grade 5: 5.25A.01 Distinguish between figure and ground in a still life composition.	<ul style="list-style-type: none"> • Draw/paint a still life composition showing a distinction between figure and ground. 	
5.25A.02 Describe value and line and how they transform shapes to 3-D forms.	<ul style="list-style-type: none"> • Observe sculptures (or photos of sculptures); note how value/lines show and/or express the 3-D qualities of the sculpture. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.25A.03 Distinguish the light and dark values of a color using a monochromatic scale.	<ul style="list-style-type: none"> • Create a monochromatic work of art showing at least five values. 	
5.25A.04 Recognize a repeated element that creates a random rhythm.	<ul style="list-style-type: none"> • Examine a work of art for random rhythm, e.g., a “crazy quilt” or a weaving. 	
5.25A.05 Recognize variation in size and proportion to express an idea.		
5.25A.06 Identify universal symbols in every day life.	<ul style="list-style-type: none"> • Research the use of and know the meaning of universal symbols. 	Geography: Social Studies: Research universal symbols – hospital, restrooms, etc.
5.25A.07 Describe the moods depicted in a variety of art works with the same subjects.	<ul style="list-style-type: none"> • Discuss the work(s) of art in terms of their effectiveness in conveying mood. 	
DANCE/DRAMA/MUSIC/VISUAL ARTS Critical for Mastery at Grade 5: 5.25B.01 Explain how elements, principles, and tools are combined to express an idea in a work of art.	<ul style="list-style-type: none"> • Understand that works of art are created for various purposes, e.g., personal/political expression and/or commerce. • Explain how movement elements can be contrasted to express moods. 	Social Studies: Watch a television commercial; tell how elements/principles are combined to express/describe the product.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.25B.02</p> <p>Explain why specific elements, principles, and tools are used in a work of art created by the student or another artist.</p>	<ul style="list-style-type: none"> • Explain, e.g., how color describes emotion, repetition, familiarity, music reactions. • Tell if the art work achieved its purpose. • Understand that art helps us to learn about others. • Share/discuss personal art work and the work of others; demonstrate an appropriate vocabulary. 	<p style="text-align: right;"><i>“Art must touch our lives, our fears and cares — evoke our dreams and give hope to the darkness.”</i></p> <p style="text-align: right;">Frederick Hart</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>DANCE</p> <p>Critical for Mastery at Grade 5: 5.26A.01 Understand that safe dance practices are required for the maintenance of a healthy body.</p>	<ul style="list-style-type: none"> • Recognize/implement safe dance practices, e.g., personal/shared space, energy output, weight shift, etc. 	<p>Physical Education: Explain the purpose of stretches and warm-up exercises; perform these appropriately.</p>
<p>5.26A.02 Apply specific movements in response to words, sounds, pictures, props, and/or stories.</p>	<ul style="list-style-type: none"> • Develop dance compositions/ movements with and without music. • Transfer a visual image into a dance movement. 	
<p>5.26B.01 Perform sequences and actions with an awareness of control.</p>	<ul style="list-style-type: none"> • Demonstrate awareness, concentration, and focus when performing. 	
<p>5.26B.02 Apply spatial factors and a range of action relationships when creating dance compositions.</p>	<ul style="list-style-type: none"> • Apply forms when creating a dance, e.g., AB, ABA, round, rondo, theme, and variation. 	
<p>5.26B.03 Apply choreographic and musical forms when creating dance compositions.</p>	<ul style="list-style-type: none"> • Compare/contrast dance forms and choreographic styles. • Choreograph movement to music. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 5: 5.26B.04 Perform combinations of increasingly difficult rhythmic patterns.</p>	<ul style="list-style-type: none"> • Perform dance patterns, e.g., Schottische, polka, grapevine, etc. 	
<p>5.26B.05 Evaluate dances in terms of the creating processes.</p>	<ul style="list-style-type: none"> • Evaluate a choreographer’s interpretation/communication of a theme; explain and justify the opinion. • Use correct vocabulary to evaluate rhythm, tempo, space, theme, variation, etc. 	
<p>DRAMA</p> <p>Critical for Mastery at Grade 5: 5.26A.01 Analyze ways the mind and voice are used to communicate character, setting, conflict, emotion, mood, and tension.</p>	<ul style="list-style-type: none"> • Watch a video and/orlisten to an audio recording, e.g., books on tape, and analyze the ways mind and voice are used. 	<p><i>“Art is a language that can transcend words. It can convey some of the non-verbal consciousness of the artist to the viewer.”</i></p> <p style="text-align: right;">Ron Gang</p>
<p>5.26A.02 Compare pantomiming to acting and improvising.</p>	<ul style="list-style-type: none"> • After viewing a pantomime make the appropriate comparisons. 	
<p>5.26A.03 Identify similarities and differences among acting, directing, and playwriting.</p>	<ul style="list-style-type: none"> • Tell how the processes of acting, directing, and playwriting are similar and different. 	
<p>5.26B.01 Enact a drama with a group demonstrating focus, concentration, teamwork, and rehearsal.</p>	<ul style="list-style-type: none"> • Participate in a class performance; tell how concentration, focus, and teamwork aided the rehearsal and performance. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.26B.02 Create environments or simple staging for a drama.	<ul style="list-style-type: none"> Establish a space for a classroom drama; collaborate to safely organize materials for scenery, props, lighting, sound, etc. 	
Significant to Develop at Grade 5: 5.26B.03 Demonstrate a variety of vocal techniques and movements to create a character.	<ul style="list-style-type: none"> Imitate/mimic an historical character. 	
5.26A.04 Demonstrate the creative problem-solving process.	<ul style="list-style-type: none"> Collaborate with peers to problem solve; plan, prepare, and demonstrate solutions. 	Mathematics: Science: Collaborate with peers to demonstrate a creative problem-solving process.
MUSIC Critical for Mastery at Grade 5: 5.26A.01 Classify instruments according to how their sounds are produced.	<ul style="list-style-type: none"> Classify instruments, e.g., string, wind, percussion according to sound production, e.g., pitch, volume. 	
5.26A.02 Write melodies accurately with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 meter signatures	<ul style="list-style-type: none"> Identify/use time signature, meter, etc. when writing melodies. 	
5.26A.03 Sing or play accurately simple rhythmic and melodic patterns from a written score	<ul style="list-style-type: none"> Sing and/or play music that has a difficulty level of 2 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timber; with a steady tempo; with good breath; bow, mallet or fingering control; and with clear articulation/diction. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>5.26A.04 Classify musical groups according to their instruments/voice.</p>	<ul style="list-style-type: none"> • Classify musical groups, e.g., solo, duet, trio, quartet, ensemble, band, orchestra. 	
<p>Significant to Develop at Grade 5: 5.26B.01 Improvise simple harmonic accompaniments using a variety of sound sources.</p>	<ul style="list-style-type: none"> • Improvise accompaniments with melody and rhythm. • Sing ostinato/descant, partner songs, simple harmony; accompany with melody instruments. • Play by ear simple melodies and/or accompaniments. 	
<p>5.26B.02 Create or arrange short songs or instrumental pieces within specified guidelines.</p>	<ul style="list-style-type: none"> • Create music through composition and/or improvisation. 	<p>Mathematics: Create a singing game to reinforce learning.</p>
<p>VISUAL ARTS Critical for Mastery at Grade 5: 5.26A.01 Select and use appropriate tools and materials to create in 2-D and 3-D.</p>	<ul style="list-style-type: none"> • Choose/use tools, e.g., pens, fine and coarse brushes, and materials, e.g., scratch board, Styrofoam, correctly. 	
<p>5.26A.02 Explain the processes used with specific tools.</p>	<ul style="list-style-type: none"> • Explain common processes used with tools, e.g., clay sculpture: coil, slab, pinch; chalk: smudge, rubbing; paint: tempera, water color, dry brush, wet-on-wet; crayon: resists, rubbings, etching. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.26A.03 Recognize the similar and different characteristics of similar materials.	<ul style="list-style-type: none"> Recognize similar/different characteristics of similar materials, e.g., watercolor/tempera; plasticene/ clay/fire clay; crayon/chalk. 	
5.26A.04 Describe and/or demonstrate how the same idea is executed in 2-D and 3-D media	<ul style="list-style-type: none"> Create units of a picture idea on a flat surface; organize the idea into a 3-D work of art. 	
5.26B.01 Create an illusion of depth in a 2-D art work.	<ul style="list-style-type: none"> Demonstrate knowledge of techniques used in creating one and two point perspective and depth, e.g., overlap, change size, color, and/or placement, and other details to create an illusion of depth. 	
5.26B.02 Construct a plan for a work of art using research.	<ul style="list-style-type: none"> Convey a particular point of view or attitude about people, places, and events. 	
Significant to Develop at Grade 5: 5.26B.03 Describe or demonstrate tools and processes or printmaking.	<ul style="list-style-type: none"> Explain/demonstrate the tools/processes used in printmaking, e.g., block, mono, stamp, vegetable printing, etc. 	
5.26B.04 Describe or demonstrate the process of weaving.	<ul style="list-style-type: none"> Explain/demonstrate the processes, e.g., paper weaving, cardboard, loom used in weaving. 	

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5.26B.05 Describe or demonstrate the process of photography.	<ul style="list-style-type: none"> • Explain/demonstrate the processes used in photography, e.g., camera, darkroom, paper, prints. 	
5.26B.06 Describe or demonstrate various processes that can be used to create sculpture.	<ul style="list-style-type: none"> • Explain/demonstrate the processes used to create a sculpture, e.g., bas-relief, mobiles, paper, hard/soft sculpture. 	
5.26B.07 Create a cartoon strip with a sequence of actions.	<ul style="list-style-type: none"> • Create a cartoon strip that develops a plot and character, expresses feelings of harmony, conflict, etc. 	Social Studies: Create a cartoon strip to sequence a period of time being studied.
5.26B.08 Draw a still life composed of objects based on mechanical forms demonstrating overlap and placement.	<ul style="list-style-type: none"> • Create a still life composed of overlapping forms, e.g., balls, boxes, blocks, cups, etc. 	
5.26B.09 Sketch and build a sculpture from a 2-D drawing.	<ul style="list-style-type: none"> • Render a drawing of a sculpture; build it from the sketch. 	
Useful to Know at Grade 5: 5.26B.10 Design an architectural structure from imagination.	<ul style="list-style-type: none"> • Design/draw a sketch for a memorial or monument; use <i>Lincoln Logs</i>, <i>Legos</i>, or clay to build the structure. 	
5.26B.11 Draw a building from observation using geometric shapes and forms.	<ul style="list-style-type: none"> • Observe a building; identify the geometric shapes and forms; draw the building using the identified shapes. 	

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>DANCE/DRAMA/MUSIC/VISUAL ARTS</p> <p>Critical for Mastery at Grade 5:</p> <p>5.27A.01 Evaluate audience behaviors of self and others.</p> <p>5.27A.02 Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art work.</p> <p>5.27A.03 Describe how the site influences how the audience is and the way the audience responds.</p> <p>5.27A.04 Explain ways dance, drama, music, and visual art play a part in everyday life.</p>	<ul style="list-style-type: none"> • Develop criteria to evaluate audience behaviors after attending a live performance. • Describe environmental art venues, e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. dancing on a stage, etc. • Compare/contrast sites and audience response, e.g., outdoor fair vs. museum, half-time show at a sporting event vs. symphony hall, etc. • Respond to the arts intellectually, emotionally, and aesthetically. 	<p>Religion: Understand the place/importance of the arts in Liturgy and worship.</p> <p>Social Studies: Recognize how the study of the arts complements the study of societies.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
5.27B.01 Analyze how the arts are used in commercial applications.	<ul style="list-style-type: none"> Analyze how the arts are used in commercial applications, e.g., architecture, fashion design, background music, television, etc. 	Social Studies: Discuss “Pop culture.”
5.27B.02 Categorize types of artists with their art and art related products or performances.	<ul style="list-style-type: none"> Identify art works as fine art, functional art, folk art, etc.; categorize the artists and their works. 	Social Studies: Geography: Examine the arts of the culture/populations being studied. Compare and contrast these based on religion, climate, politics, etc.
Significant to Develop at Grade 5: 5.27B.03 Describe how the same idea is expressed in works of art from different cultures, times, or places.	<ul style="list-style-type: none"> Identify works of art from different countries/periods of history; tell how art reflects culture and environment. Identify similarities/differences in art forms/works of art. 	
5.27B.04 Compare the ways different cultures, times, or places use materials to produce works of art.	<ul style="list-style-type: none"> Recognize various styles of art. Recognize works of key artists from various styles/periods. 	
5.27B.05 List artists who have made significant contributions and describe their ideas.	<ul style="list-style-type: none"> Identify specific works of art in each of the art disciplines as belonging to particular cultures, times, places, including major works from the Western tradition and at least one non Western culture. 	