

**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
<b>DANCE</b>		
<b>Critical for Mastery at Grade 6:</b> 6.25A.01 Describe dance compositions in terms of sensory elements.	<ul style="list-style-type: none"> <li>• Describe a dance composition using sensory elements, e.g., time, space, force, flow.</li> </ul>	Physical Education: Review videos of different types of dances and discuss composition; compare and contrast.
6.25A.02 Identify aesthetic principles and musical/choreographic forms	<ul style="list-style-type: none"> <li>• Contrast repetition, transition, variety, balance, and AB, canon, rondo, theme, and variation.</li> </ul>	
<b>Significant to Develop at Grade 6:</b> 6.25A.03 Discuss how and why dances are open to different interpretations and reactions.	<ul style="list-style-type: none"> <li>• Tell how/why individualism and different stimulations, e.g., color, music, movement, etc., invite different interpretations/reactions to dance.</li> </ul>	
<b>DRAMA</b>		
<b>Critical for Mastery at Grade 6:</b> 6.25A.01 Identify different types of narrative conventions used in a drama.	<ul style="list-style-type: none"> <li>• Describe the narrator as character, narrator as story teller, narrator as observer.</li> </ul>	Literature: Select and read short stories that use different types of narrative conventions.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.25A.02 Describe plot techniques used to enhance a drama.	<ul style="list-style-type: none"> <li>• Describe how techniques, e.g., choice of time and place, use of minor characters, introduction of new information, use of musical lyrics, etc. enhance a drama.</li> </ul>	Music: Observe a musical; describe how the music and lyrics enhance the drama.
6.25A. 03 Describe the ways an actor uses voice and body to communicate character and setting.	<ul style="list-style-type: none"> <li>• Tell how pitch, rate, volume, etc. communicate character and setting.</li> <li>• Tell how posture, gestures, facial expressions, etc., communicate character/setting.</li> </ul>	
6.25A.04 Explain the choice of support tools/design elements used to support a drama.	<ul style="list-style-type: none"> <li>• Describe how support tools/design elements, e.g., props, costumes, lights, sound, make-up, and set support a drama.</li> <li>• Work with others to plan visual and sound elements of a drama.</li> </ul>	
6.25A.05 Compare improvisation and scripted drama.	<ul style="list-style-type: none"> <li>• Observe a scripted drama and an improvisation; compare the two using a created tool/rubric.</li> </ul>	
<b>Significant to Develop at Grade 6:</b> 6.25A.06 Combine vocal qualities with physical pace and rhythm to make a character unique or distinct from others.	<ul style="list-style-type: none"> <li>• Demonstrate how pace, rhythm, and other vocal qualities define a character.</li> </ul>	Music: Describe how rhythm, pace make a composition unique.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.25A.07 Analyze a drama for the types of conflict it contains.</p>	<ul style="list-style-type: none"> <li>Analyze a drama for the source of a conflict, e.g., man vs. man, man vs. self, man vs. nature, man vs. the supernatural, man vs. society.</li> </ul>	<p>Literature: Social Studies: Research and discuss historical conflicts.</p>
<p>6.25A.08 Analyze how physical shape and level, along with the physical relationship of characters to each other, communicate ideas and emotions to an audience.</p>	<ul style="list-style-type: none"> <li>Use improvised/scripted scenes to communicate to the cast/crew the events, time, and place in order to create appropriate characteristics and dramatic environments.</li> </ul>	
<p><b>MUSIC</b></p> <p><b>Critical for Mastery at Grade 6:</b></p> <p>6.25A.01 Translate common Italian tempo(s), dynamics, and articulation markings into English.</p>	<ul style="list-style-type: none"> <li>Explain the meanings of tempo, e.g., andante, presto; dynamics, e.g., piano, forte; and other markings, e.g., staccato, legato.</li> <li>Show the development of a musical vocabulary.</li> </ul>	<p>Literature: Compare artistic elements to literary elements.</p>
<p>6.25A.02 Distinguish between the beat and the rhythm of a given musical example.</p>	<ul style="list-style-type: none"> <li>Listen to several styles of music, e.g., jazz, classical, blues; distinguish among the beats/rhythms.</li> </ul>	
<p>6.25A.03 Label the intervals in a written melody.</p>	<ul style="list-style-type: none"> <li>Correctly label given intervals, steps, or skips on a written score.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.25A.04 Analyze the form of a simple musical composition.</p>	<ul style="list-style-type: none"> <li>Follow a musical score while listening to music; identify contrasting forms, e.g., motive (motif), sequence, repetition.</li> <li>Analyze forms, e.g., polyphonic, homophonic, monophonic, e.g., chant, fugue.</li> </ul>	
<p>6.25A.05 Compare and contrast the use of expressive qualities in two performances of the same musical example.</p>	<ul style="list-style-type: none"> <li>Identify musical “layering.”</li> <li>Describe the use of pitch, rhythm, harmony, dynamics, timbre, texture, and form in examples of musical works representing diverse cultures and genres.</li> <li>Write descriptions of the tempo, dynamics, and tone color of two contrasting excerpts of a musical composition, e.g., Saint-Sains <i>“Carnival of the Animals.”</i></li> </ul>	
<p><b>Significant to Develop at Grade 6:</b> 6.25A.06 Identify the texture in a given aural example.</p>	<ul style="list-style-type: none"> <li>Listen to/identify distinctive character or characteristics of a musical example.</li> </ul>	
<p><b>VISUAL ARTS</b> <b>Critical for Mastery at Grade 6:</b> 6.25A.01 Differentiate between positive and negative spaces in a sculpture.</p>	<ul style="list-style-type: none"> <li>Examine a sculpture; point out positive and negative space.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.25A.02 Explain the illusion of a 3-D object drawn on a flat surface.	<ul style="list-style-type: none"> <li>• Identify illusions, e.g., perspective, vanishing point, horizon line, highlight, and/or shadow drawn to create 3-D on a flat surface.</li> </ul>	
6.25A.03 Recognize color schemes in a work of art.	<ul style="list-style-type: none"> <li>• Observe works of art for color schemes, e.g., monochromatic, analogous, complementary, neutral, and intensity, e.g., tints, tones, and shades.</li> </ul>	
6.25A.04 Construct a color wheel which consists of primary, secondary, and intermediate colors.	<ul style="list-style-type: none"> <li>• Create a color wheel showing primary, secondary, and intermediate colors.</li> </ul>	
6.25A.05 Demonstrate an understanding of the ability of line to create values and surface change.	<ul style="list-style-type: none"> <li>• Show how line/shape create ideas, values, and surface change.</li> <li>• Create a work of art using hatching and cross-hatching lines.</li> </ul>	
6.25A.06 Locate contrast in 2-D and 3-D art works.	<ul style="list-style-type: none"> <li>• Identify contrast, e.g., light to dark, big to small, etc.</li> </ul>	
6.25A.07 Select and describe expressive qualities that contribute to subject matter in an art work.	<ul style="list-style-type: none"> <li>• Create an observation tool/rubric to provide descriptive qualities of an art work.</li> <li>• Identify/describe a variety of art forms, e.g., paintings, murals, ceramics, sculpture; describe the expressive qualities of each.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 6:</b> 6.25A.08 Compare similar symbols in a 2-D or 3-D art work.</p>	<ul style="list-style-type: none"> <li>• Make choices of media and technique in creating 2 and 3 dimensional works.</li> <li>• Identify/compare similar symbols, e.g., flags, traffic signs, logos, etc. in art work.</li> </ul>	
<p><b>DANCE/DRAMA/MUSIC/VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 6:</b> 6.25B.01 Analyze how the artistic components are combined within a work of art.</p>	<ul style="list-style-type: none"> <li>• Explain how combining elements, principles, expressive ideas, tools, technologies, creative processes, etc. contribute to the effectiveness and aesthetics of a work of art.</li> <li>• Appreciate many different types and styles of art works/music.</li> </ul>	<p><i>“All art forms, including painting and music and poetry, are vehicles for us all to participate in being alive. Whatever adds richness to the experience of being alive is an art.”</i></p> <p>Quang Ho</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
<b>DANCE</b>  <b>Critical for Mastery at Grade 6:</b> 6.26A.01 Discuss how the body can gain strength, flexibility, and endurance in a safe manner.	<ul style="list-style-type: none"> <li>• Prepare a fitness plan that includes a discussion of strength, flexibility, and endurance.</li> </ul>	Physical Education: Assume the role of class leader in warm-up/stretches. Physical Education: Use a variety of machines and maneuvers to strengthen the body.
6.26A.02 Identify ways that accompaniment, sets, lighting, costumes, and/or technology can influence live or videotaped dance compositions.	<ul style="list-style-type: none"> <li>• Explain/demonstrate how different accompaniment, e.g., sound, music, or spoken text, lighting and costuming can affect the meaning/ interpretation of a dance.</li> </ul>	
6.26A.03 Observe and discuss how processes affect the expressive qualities of dance compositions.	<ul style="list-style-type: none"> <li>• Tell how deviating from the theme, variation, or story, improper selection of music, lighting, sets, etc. affect the quality of a dance composition.</li> </ul>	
6.26B.01 Combine and isolate 2-3 moving parts of the body in simple coordination.	<ul style="list-style-type: none"> <li>• Isolate the head, shoulders, arms, hips, fingers, feet, toes, knees, legs.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.26B.02 Discuss the processes that apply when choreographing dance compositions.</p>	<ul style="list-style-type: none"> <li>Discuss the processes used in choreography, e.g., exploring, composing, improvising, and performing,</li> </ul>	
<p><b>Significant to Develop at Grade 6:</b> 6.26B.03 Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing.</p>	<ul style="list-style-type: none"> <li>Practice leading, following, shape making with a partner; improve sensory elements and quality of dance.</li> </ul>	
<p>6.26B.04 Remember, practice, and perform dances made over a period of time.</p>	<ul style="list-style-type: none"> <li>Demonstrate accurate memorization and reproduction of movement elements (and sequences).</li> <li>Create, perform, and memorize a dance that communicates a topic of personal significance.</li> </ul>	
<p><b>DRAMA</b> <b>Critical for Mastery at Grade 6:</b> 6.26A.01 Analyze how the primary tools impact an actor's skills.</p>	<ul style="list-style-type: none"> <li>Analyze how an actor's mind, body, voice support the development of character and influence artistic choices.</li> </ul>	
<p>6.26A.02 Compare the use of support tools in a variety of dramas.</p>	<ul style="list-style-type: none"> <li>Describe how the choice/use of support tools, e.g., costumes, sets, lighting, props, sounds, etc. enhance/embellish a variety of dramas.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.26A.03 Describe the acting process.	<ul style="list-style-type: none"> <li>• Describe processes of researching, memorizing, determining, and enacting a character's feelings/wants, listening, and maintaining concentration, etc.</li> </ul>	<p><i>“Without art the view of the world would be incomplete.”</i></p> <p style="text-align: right;">Conrad Fiedler</p>
6.26B.01 Collaborate and negotiate with a group to create a drama.	<ul style="list-style-type: none"> <li>• Lead a small group; demonstrate social/group consensus skills and their impact on an improvised/scripted scene.</li> </ul>	<p>Social Studies: Lead a discussion group; demonstrate collaboration skills necessary for negotiation/consensus.</p>
6.26A.04 Discuss the impact brainstorming, evaluating, and imagining have on a drama.	<ul style="list-style-type: none"> <li>• Participate in group activity to create a skit.</li> </ul>	
6.26B.02 Incorporate vocal techniques of volume and clarity and physical techniques of poise, posture, facial expression, and eye contact to create a character.	<ul style="list-style-type: none"> <li>• Create a character; use appropriate techniques effectively.</li> </ul>	
6.26B.03 Alter the environment to indicate a setting.	<ul style="list-style-type: none"> <li>• Use information gained from research, print, and non-print sources to inform a scene/production design and/or its alteration.</li> </ul>	
<b>Significant to Develop at Grade 6:</b> 6.26A.05 Explain how group dynamics affect a theatrical work or classroom drama.	<ul style="list-style-type: none"> <li>• Tell how audience behavior, cast cohesiveness, and the dynamics among them affect a drama.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.26B.04 Invent a character or situation based on personal experience, imagination or research.	<ul style="list-style-type: none"> <li>• Create a character, develop a scenario, assume the role of the character.</li> </ul>	
6.26A.06 Compare directing to acting and improvising.	<ul style="list-style-type: none"> <li>• Rotate participation in acting, directing, and improvising; compare the experiences.</li> </ul>	
<b>Useful to Know at Grade 6:</b> 6.26B.05 Demonstrate shape, line, level, use of space, and concentration in an ensemble drama.	<ul style="list-style-type: none"> <li>• Adapt a fairy tale into a performed drama.</li> </ul>	Music: Select music to enhance a fairy tale.
6.26B.06 Adapt a story into a performed drama.	<ul style="list-style-type: none"> <li>• Observe interactions between and among the school community; create a drama from an observation.</li> </ul>	
6.26B.07 Use observations to create a drama.	<ul style="list-style-type: none"> <li>• Express personal reaction/observation to plan, develop, rehearse, and produce a drama.</li> </ul>	
<b>MUSIC</b>  <b>Critical for Mastery at Grade 6:</b> 6.26A.01 Use standard music notation to record simple musical ideas.	<ul style="list-style-type: none"> <li>• Write a short song.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.26A.02 Sing or play melodies accurately and expressively from a written score in at least one clef.	<ul style="list-style-type: none"> <li>Sing accurately, with good breath control, through the singing ranges alone and in ensemble; include music written in two or three parts.</li> </ul>	
6.26A.03 Identify and accurately interpret symbols for dynamics, tempo, expression, and articulation.	<ul style="list-style-type: none"> <li>Identify/interpret symbols and terms for pitch, dynamics, tempo, articulation, and expression, e.g., &gt; &lt;, ff, pp, etc.</li> <li>Identify key signatures.</li> <li>Identify sharps, flats, naturals.</li> </ul>	
6.26A.04 Sight-read simple melodies and rhythms.	<ul style="list-style-type: none"> <li>Show competence in sight-reading skills.</li> </ul>	
6.26A.05 Describe the role of the composer.	<ul style="list-style-type: none"> <li>Research/review historical/social contexts to describe the role of the composer.</li> </ul>	
6.26A.06 Describe the role of the conductor in a performance.	<ul style="list-style-type: none"> <li>Describe the characteristics/responsibilities of a conductor.</li> <li>Understand/demonstrate simple conducting patterns.</li> </ul>	
6.26A.07 Describe the roles of singers or instrumentalists in a performance.	<ul style="list-style-type: none"> <li>Describe/compare the role of singers/instrumentalists to the cast of a drama.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 6:</b> 6.26B.01 Improvise original melodies over given chord progressions.</p>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of chord progression; improvise simple melodies over given chord progressions.</li> </ul>	
<p>6.26B.02 Compose/arrange music within specific guidelines.</p>	<ul style="list-style-type: none"> <li>Compose, arrange, interpret, and perform musical selections within specific guidelines, e.g., style, form, technique; use traditional/non traditional instrument sound sources.</li> </ul>	
<p><b>VISUAL ARTS</b></p>		
<p><b>Critical for Mastery at Grade 6:</b> 6.26A.01 Explain how tools, processes, and materials combine to create specific effects in a 2-D art work.</p>	<ul style="list-style-type: none"> <li>Express dominance/subordination in a work of art by drawing with flexible tools, e.g., chalks, brayers, charcoal, broad-edged crayon, brushes, self-invented tools.</li> </ul>	
<p>6.26A.02 Demonstrate a variety of processes using art making tools and materials to create a 2-D or 3-D art work.</p>	<ul style="list-style-type: none"> <li>Describe 2-D and 3-D art works using versatile tools, e.g., charcoal, crayon, brush, ink, felt pen, etc.</li> </ul>	
<p>6.26B.01 Create a functional object from a variety of materials.</p>	<ul style="list-style-type: none"> <li>Describe “functionality;” produce an object to meet the description.</li> </ul>	
<p>6.26B.02 Create a realistic 2-D art work.</p>	<ul style="list-style-type: none"> <li>Plan/execute a work of art using related colors, sizes, and shapes.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.26B.03 Create a time art work.	<ul style="list-style-type: none"> <li>• Create a flip book, mobile/kinetic sculpture, animation, video, or short film.</li> </ul>	
6.26B.04 Develop a series of pictures for a storyboard.	<ul style="list-style-type: none"> <li>• Create a storyboard.</li> </ul>	Religion: Create a story board for a parable.
<b>Significant to Develop at Grade 6:</b> 6.26B.05 Create an art work based on a plan incorporating research and problem solving.	<ul style="list-style-type: none"> <li>• Create a work of art expressing character, location, time period, etc.</li> <li>• Use color to create an emotional quality.</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
<b>DANCE/DRAMA</b> <b>MUSIC/VISUAL ART</b>		
<b>Critical for Mastery at Grade 6:</b> 6.27A.01 Describe how audience behavior changes a product or performance.	<ul style="list-style-type: none"> <li>• Discuss the effect of audience behavior on the performers.</li> </ul>	
6.27A.02 Compare and contrast how the arts function in two different types of ceremonies.	<ul style="list-style-type: none"> <li>• Compare and contrast ceremonies, e.g., parades, weddings, graduations, sporting events, etc.</li> </ul>	
6.27A.03 Give examples in which various arts are used to persuade and promote ideas.	<ul style="list-style-type: none"> <li>• Give examples of how the visual/performing arts are used, e.g., in advertising, commercials, political cartoons, etc.</li> </ul>	Social Studies: Discuss the evolution of political cartoons.
6.27A.04 List technology used in the arts.	<ul style="list-style-type: none"> <li>• Explore the impact of technology on the production/performance of the arts, e.g., cameras, synthesizers, computers, special effects, etc.</li> </ul>	Science: Describe ways the sciences have contributed to the arts.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.27A.05 Categorize types of artists with their art and art related products or performances.	<ul style="list-style-type: none"> <li>• Categorize artists and their products/performances: designers create packages, composers write advertising jingles, and architects design buildings.</li> <li>• Compare/contrast stylistic characteristics.</li> </ul>	
6.27B.01 Investigate how the arts reflect different cultures, times, and places.	<ul style="list-style-type: none"> <li>• Know a brief outline of the major historical periods of the four arts disciplines.</li> </ul>	Religion: Identify sacred music/art from various periods.
6.27B.02 Compare how different art forms express aspects of the same culture, time, or place.	<ul style="list-style-type: none"> <li>• Tell how art borrows from tradition.</li> <li>• Discuss how examples of art reflect cultural phenomenon, e.g., wars, work, the feminist movement, etc.</li> </ul>	
6.27B.03 Compare and contrast the contribution of individual artists on movements, trends, or periods.	<ul style="list-style-type: none"> <li>• Discuss works of art in terms of artistic meaning, purpose, mood, emotion, point of view, influences, etc.</li> </ul>	<p><i>“Pyramids, cathedrals, and rockets exist not because of geometry, theories of structure or thermodynamics, but because they were first a picture — literally — a vision in the minds of those who built them.”</i></p> <p>Eugene Ferguson</p>