

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 7: 7.25A.01 Describe personal and peer performances in terms of sensory elements.</p>	<ul style="list-style-type: none"> • Describe performances in terms of sensory elements, e.g., time, space, force, flow. 	
<p>7.25A.02 Give examples of choreographic principles and musical/choreographic forms.</p>	<ul style="list-style-type: none"> • Give examples of principles and forms, e.g., contrast, repetition, transition, variety, balance, AB, canon, rondo, theme, variation. • Develop/perform a movement pattern; emphasize choreographic principles of contrast, repetition, and variety. 	
<p>7.25A.03 Interpret ways spatial factors, relationships, and body actions are used to convey meanings in dance compositions.</p>	<ul style="list-style-type: none"> • Describe/interpret meaning in dance compositions using appropriate vocabulary: e.g., space, relationships, and body actions. • Create a movement problem and demonstrate several solutions; describe the advantages/disadvantages of each. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DRAMA</p> <p>Critical for Mastery at Grade 7: 7.25A.01 Analyze vocal and physical qualities used to communicate character, setting, and emotion.</p>	<ul style="list-style-type: none"> • Describe how an actor uses voice and body to communicate each character, emotion, setting; analyze the choices. 	
<p>7.25A.02 Analyze drama techniques used to enhance plot.</p>	<ul style="list-style-type: none"> • Decide how/why techniques, e.g., choice of time and place, use of minor characters, introduction of new information, type of conflict, etc., enhance the plot. 	
<p>7.25A.03 Analyze the interrelationships among character, conflict/problem, and resolution.</p>	<ul style="list-style-type: none"> • Evaluate descriptions, dialogue, and actions to express and justify character, conflict, and resolution. • Develop, alone and with others, characters, environments, and actions that create tension and suspense. • Refine dialogue, situation, and environment to better convey an intended idea; record dialogue using appropriate vocabulary and notation. 	<p><i>“Art is our one true global language. It knows no nation, it favors no race, and it acknowledges no class. It speaks to our need to reveal, heal and transform. It transcends our ordinary lives and lets us imagine what is possible.”</i></p> <p style="text-align: right;">Richard Kamler</p>
<p>7.25A.04 Analyze how rhythm is used to communicate ideas.</p>	<ul style="list-style-type: none"> • Recite dialogue in different tempos to communicate ideas/emotions; analyze the recitations. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.25A.05 Identify pattern and repetition in written or performed dramas.		
7.25A.06 Explain the differences among dialogue, monologue, and narration.		
<p>Significant to Develop at Grade 7:</p> 7.25A.07 Defend the choice of design elements to communicate an idea.	<ul style="list-style-type: none"> • Explain why the choice of design elements, e.g., props, costumes, lights, sounds, make-up, and/or sets, was appropriate to communicate an idea. 	
7.25A.08 Analyze how the use of shape and level impact the communication of character status, character relationship, emotion, mood, and message.	<ul style="list-style-type: none"> • Invent character behaviors based on observations of people in the real world; use shape, communication, emotion, mood, etc. for character analysis. • Interact in a cast as the invented character. 	Music: Use musical phrases to communicate character emotion/mood.
7.25A.09 Analyze the relationship of mood to tension and pacing.	<ul style="list-style-type: none"> • Explain/analyze how tension and pacing affect mood. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 7:</p> 7.25A.01 Describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology.	<ul style="list-style-type: none"> • Develop a rubric, e.g., a listening grid; use appropriate vocabulary to describe the elements in the composition /performance. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.25A.02 Replicate the beat and rhythms of a given musical example.	<ul style="list-style-type: none"> Using a percussion instrument repeat the given pattern(s). 	
7.25A.03 Distinguish between duple and triple meter in a musical example.	<ul style="list-style-type: none"> Identify/distinguish between duple and triple meter. 	
7.25A.04 Identify major and minor tonalities in an aural musical example.	<ul style="list-style-type: none"> Identify major/minor tonalities while listening to a musical selection(s). 	
7.25A.05 Identify intervals in an aural example.	<ul style="list-style-type: none"> Point out/reproduce intervals in a musical phrase from a familiar song. 	
Significant to Develop at Grade 7: 7.25A.06 Describe the texture and harmony of a given aural example.	<ul style="list-style-type: none"> Distinguish between complete/incomplete phrase endings. 	
7.25A.07 Define large musical forms.	<ul style="list-style-type: none"> Define large musical forms, e.g., cantata, symphony, opera. 	
7.25A.08 Critique the appropriate use of organizational and sensory elements to create a mood, emotion, or idea in music of their own and that of others.	<ul style="list-style-type: none"> Develop criteria to evaluate the quality/effectiveness of a musical performance; use the criteria to perform and/or listen. Describe the mood and musical elements of two selections. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 7: 7.25A.01 Demonstrate an understanding of dimension and value in black/ white and in color.</p>	<ul style="list-style-type: none"> • Create a work of art in black/white showing 3-D qualities. • Use color in a work of art to show depth. 	<p><i>“Art is created to live and to be seen and felt.”</i> James Kay</p>
<p>7.25A.02 Demonstrate an understanding of contour and cross contour.</p>	<ul style="list-style-type: none"> • Make a contour drawing of a hand; create an illusion of depth. 	
<p>7.25A.03 Point out a specific element in a group of elements that creates the center of interest in an art work.</p>	<ul style="list-style-type: none"> • Increase visual acuity and discrimination. 	
<p>7.25A.04 Compare and contrast the use of the expressive qualities in a series of works with the same theme.</p>	<ul style="list-style-type: none"> • Identify/contrast expressive qualities, e.g., nature, family values, political or social issues, in works of art with the same theme. 	
<p>7.25A.05 Compare and contrast the use of the same symbols in different art works.</p>	<ul style="list-style-type: none"> • Identify, compare, and contrast symbols used in different works of art, e.g., cross, ring, flag. 	<p>Social Studies: Examine different art forms that relate a historical event from different perspectives.</p>
<p>DANCE/DRAMA/MUSIC/VISUAL ARTS</p> <p>Critical for Mastery at Grade 7: 7.25B.01 Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components.</p>	<ul style="list-style-type: none"> • Evaluate the art works with supporting reasons/evidence, e.g., costumes and/or scenery in an opera, ballet, etc. 	

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 7: 7.26A.01 Identify dance movements that produce specific training results.</p>	<ul style="list-style-type: none"> • Identify movements to increase strength, flexibility, endurance. 	<p>Physical Education: Engage in strength training, yoga, etc. Science: Examine the skeletal and muscle systems.</p>
<p>7.26A.02 Produce examples of ways that accompaniment, sets, lighting, costumes, and/or technology can be used to influence expressive qualities in live or videotaped dance compositions.</p>	<ul style="list-style-type: none"> • Create a dance including accompaniment and production features; focus on expressive qualities. 	
<p>7.26A.03 Analyze how various processes can change the effect of expressive qualities in dance compositions.</p>	<ul style="list-style-type: none"> • Compare/contrast two dance compositions in terms of space (shape/pathways), time (tempo/rhythm), and movement qualities (force/energy). • Perform/view a dance composition with/without musical accompaniment; compare/contrast the performance. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.26B.01 Combine dance actions.	<ul style="list-style-type: none"> • Combine travel and gesture, traveling turns, turning jumps, etc. 	
Significant to Develop at Grade 7: 7.26B.02 Explore, select, and refine actions, dynamic, spatial, and relationship content in dance compositions.	<ul style="list-style-type: none"> • Change a common dance movement to create a new movement. 	
7.26B.03 Perform with others in unison and canon and with spatial clarity.	<ul style="list-style-type: none"> • Demonstrate partner skills in an interesting and clear way; create contrasting/complementary shapes; take/support a partner's weight, etc. • Dance with a partner held closely and then apart – compare and contrast. 	
7.26B.04 Demonstrate movement that reflects musical qualities, forms, and style.	<ul style="list-style-type: none"> • Recognize the elements of musical form/style, e.g., classical ballet, modern dance, etc. 	
7.26B.05 Structure phrases and sections of dance based on teacher's framework.	<ul style="list-style-type: none"> • Follow specific teacher framework/directives to structure dance phrases. • Create/perform a dance that follows specific rules. 	Music: Play different types of music and demonstrate different movements. Tell why the chosen movements are appropriate to the music.
7.26B.06 Apply creative processes related to the development of dance compositions.	<ul style="list-style-type: none"> • Create a dance incorporating the skills that have been learned to date. • Keep a portfolio that shows the processes used to create dance. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DRAMA</p> <p>Critical for Mastery at Grade 7</p> <p>7.26A.01 Analyze how the primary tools influence and/or affect a director and playwright's skills.</p>	<ul style="list-style-type: none"> Analyze the how an actor's mind, body, voice influence/affect the director's/playwright's effectiveness. 	<p><i>"A work of art enters life very much like another human being — complicated, loaded with overtones and meaning, mysterious, enticing, obsessive, and beautiful. There's no way to control how it will be used, how it will be read, and that's part of the excitement of it."</i></p> <p>Budd Hopkins</p>
<p>7.26A.02 Analyze how the primary tools and the support tools work together to communicate an idea.</p>	<ul style="list-style-type: none"> Analyze how mind, body, voice and costumes, sets, lights, props, and sounds, work together to communicate an idea. 	
<p>7.26B.01 Analyze the steps of the artistic process used in drama.</p>	<ul style="list-style-type: none"> Analyze research, choice, selection, casting, etc. in the artistic process. 	
<p>7.26A.03 Compare playwriting to improvising and directing to acting.</p>	<ul style="list-style-type: none"> Compare/contrast processes used in directing, acting, playwriting, and improvising. 	
<p>7.26B.02 Demonstrate concentration, physical action/reaction, imagination, listening, and memorization in acting a character.</p>	<ul style="list-style-type: none"> Demonstrate acting skills that support the development of character. Play a character in a scripted scene/play with other actors; improvise the character's actions. 	
<p>7.26B.03 Demonstrate vocal techniques with physical techniques to tell a story or enact a character.</p>	<ul style="list-style-type: none"> Use volume, speed, accents, etc., and facial/body expressions, etc., to enact a character. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.26B.04 Plan, design, and/or alter a space, prop, costume, and/or sound source to communicate idea.</p>	<ul style="list-style-type: none"> • Participate in a mock production meeting. 	
<p>Significant to Develop at Grade 7: 7.26B.05 Demonstrate planning, practicing, evaluating, and revising techniques with a team.</p>	<ul style="list-style-type: none"> • Show how collaborative skills, e.g., win-win, compromise, chance, voting, agree to disagree, etc., play a role in team work. • Describe the collaboration, e.g., Rodgers and Hammerstein, Lennon and McCarthy, Ellington and Strayhorn, between the composer and the lyricist. 	
<p>Useful to Know at Grade 7: 7.26B.06 Analyze advanced negotiation strategies used to plan a drama.</p>	<ul style="list-style-type: none"> • Identify/analyze how negotiation strategies aid in the planning of a drama. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 7: 7.26A.01 Describe basic sound production theory.</p>	<ul style="list-style-type: none"> • Describe acoustical and electronic sound production. • Identify the function of electronic components used in MIDI work, e.g., synthesizer, drum machine, etc. 	<p>Science: Investigate sound production/ acoustics, etc.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.26A.02 Use standard notation to record one's own and other's musical ideas.</p>	<ul style="list-style-type: none"> Record performed and experimental music; use traditional/invented forms of notation. 	
<p>7.26A.03 Sing or play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<ul style="list-style-type: none"> Sing with expression and technical accuracy a repertoire of simple vocal literature including some songs performed from memory. Sing two-part harmony. 	
<p>7.26A.04 Explain the process that at least one composer uses(d) to create music.</p>	<ul style="list-style-type: none"> Explain, e.g., Duke Ellington's "<i>Black, Brown, and Beige</i>" process. 	
<p>7.26B.01 Sing or play music that has difficulty level of 3 (on a scale of 1 to 6) on pitch, rhythm; with appropriate timbre, with a steady tempo; with good breath; bow, mallet or fingering control; and with clear articulation/diction.</p>	<ul style="list-style-type: none"> Sing and/or play music that has difficulty level of 3 (on a scale of 1 to 6) on pitch, rhythm; with appropriate timbre, with a steady tempo; with good breath; bow, mallet or fingering control; and with clear articulation/ diction. 	
<p>7.26A.05 Explain the interaction of performers and conductors.</p>	<ul style="list-style-type: none"> Tell how a performer's personal interpretation/style is adapted/redefined by a conductor. Discuss how conductors communicate musical ideas to performers. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 7: 7.26A.06 Demonstrate or describe efficient practice/rehearsal schedules.</p>	<ul style="list-style-type: none"> • Choose a song to teach to the class; plan the lesson appropriately; implement the lesson. 	
<p>7.26B.02 Improvise rhythmic and melodic variations on a given theme.</p>	<ul style="list-style-type: none"> • Perform independent instrumental parts while others sing/play contrasting parts in a consistent style, meter, and tonality. • Improvise on a melody; create variations on a melody. 	
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 7: 7.26A.01 Create unique specific effects using a combination of media, tools, and processes.</p>	<ul style="list-style-type: none"> • Experience a variety of media/techniques, e.g., murals, mosaics, batik, photography, diorama, animation, calligraphy, cartooning, caricature, mobiles, etc. 	<p><i>“A work of art is above all an adventure of the mind.”</i> Eugene Ionesco</p>
<p>7.26A.02 Analyze how the selection of media or tools can enhance the communication of an idea.</p>	<ul style="list-style-type: none"> • Select media/techniques/processes to create a work of art to communicate an idea; analyze what made the choices effective. 	<p>Religion: Create a work of art that expresses the meaning of The Lord’s Prayer</p>
<p>7.26A.03 Compare and contrast how materials are used when depicting similar subjects.</p>	<ul style="list-style-type: none"> • Compare materials, e.g., paints vs. computer animation, and how these are used to depict similar objects; contrast results. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.26A.04 Create special effects in 2-D art work.</p>	<ul style="list-style-type: none"> • Use color to create an emotional quality, e.g., plan/arrange a collage. • View examples of different materials; discuss how their uses/effects are similar and different. • Paint a composition in flat color to show depth in space and contrast in overlapping forms. 	
<p>7.26A.05 Distinguish among the processes of film, animation, and video.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use elements of art in an original work. 	
<p>7.26B.01 Create a decorative 2-D art work.</p>	<ul style="list-style-type: none"> • Create a 2-D work of art; embellish/decorate creatively. 	
<p>7.26B.02 Create an abstract art work using shapes and color to convey mood.</p>	<ul style="list-style-type: none"> • Conceive ideas, organize, and see details and differences in shape and color. • Create a 2-D design by combining transparent and opaque papers of various colors. 	
<p>7.26B.03 Use linear perspective to create the illusion of 3-D on a flat surface.</p>	<ul style="list-style-type: none"> • Use/understand perspective in visual images. 	
<p>Significant to Develop at Grade 7: 7.26B.04 Use a computer to create a simple animated art work.</p>	<ul style="list-style-type: none"> • Expand skills in technology using new software. 	
<p>7.26B.05 Investigate the use of video in a performance.</p>	<ul style="list-style-type: none"> • Explore/experiment with video integration. 	

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 7: 7.27A.01 Compare and contrast the function of the arts in two similar types of ceremonies</p>	<ul style="list-style-type: none"> • Compare/contrast ceremonies, e.g., Thanksgiving Day/Mardi Gras parades, World Series/Olympics opening ceremonies, etc. 	<p>Religion: Compare and contrast two different religious celebrations.</p>
<p>7.27A.02 Explain the way the various arts are used to persuade and promote ideas in advertising.</p>	<ul style="list-style-type: none"> • Explain the function of art, e.g., the different uses for which works of art have been created, e.g., utility, worship, entertainment, etc. 	<p>Literature: Create an advertising campaign for a story that was read and discuss the choices of the arts used.</p>
<p>7.27A.03 Explain the ways technology is used to communicate in each of the arts.</p>	<ul style="list-style-type: none"> • Explain the use of technology in the arts, e.g., synthesized music in dance, special effects in movies, film, photography, etc. 	
<p>7.27A.04 Describe in each art form at least two artists' roles and how those roles contribute to the world of the work.</p>	<ul style="list-style-type: none"> • Identify the elements/ techniques/ characteristics of music, drama, visual arts, and dance styles that reflect culture. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.27B.01 Determine the reasons why certain artists or works of art reflect culture.</p>	<ul style="list-style-type: none"> • Explain how art/artists reflect culture, e.g., in the creation of commercials, political cartoons; discuss how these affect age groups, social class, etc. 	<p>Social Studies: Choose an historical figure in the arts and research the artist and his/her work.</p>
<p>7.27B.02 Connect artist or their works with the trends and/or influences they create(d).</p>	<ul style="list-style-type: none"> • Discuss how a work of art influenced the values/beliefs of a social group, movement, etc. • Connect/discuss artists and their works, e.g., Martha Graham and modern dance, Monet/Degas and Impressionism, Fosse and modern jazz, etc.; tell how they influenced/created trends. 	