

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 8: 8.25A.01 Compare personal and /or peer performances in terms of sensory elements.</p>	<ul style="list-style-type: none"> • Use sensory elements, e.g., time, space, force, flow, to compare performances. 	
<p>8.25A.02 Give examples of how to apply aesthetic principles and musical/choreographic form in dance compositions.</p>	<ul style="list-style-type: none"> • Tell how to apply aesthetic principles and form to dance compositions, e.g., contrast, repetition, transition, variety, balance. • Identify aesthetic criteria, e.g., performers' skills, originality, visual/emotional impact, variety, contrast. 	<p>Physical Education: View dance videos and discuss the choreography; use appropriate vocabulary.</p>
<p>8.25A.03 Analyze dance compositions for expressive qualities related to ideas, feelings, and moods.</p>	<ul style="list-style-type: none"> • Create a dance that expresses a specific mood; alter actions, movement qualities, and/or spacing to convey a new mood. • View professional companies live and in media. 	<p>Visual Arts: Create a charcoal drawing; reproduce it in color to convey a new/ different mood.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DRAMA</p> <p>Critical for Mastery at Grade 8: 8.25A.01 Compare and contrast how vocal elements and physical elements are used to communicate character and conflict.</p>	<ul style="list-style-type: none"> • Describe pitch, rate, volume, dialect, diction, posture, gestures, facial expression, mannerisms, and how these are used to communicate character and conflict. 	
<p>8.25A.02 Analyze actor movement and voice in relation to the type of performance space.</p>	<ul style="list-style-type: none"> • Describe how production choices, e.g., proscenium stage, theatre-in-the-round, etc. affect communication of an idea. 	
<p>8.25A.03 Analyze the choice of design elements incorporated by use of setting, costume, prop, sound, make up, and/or lighting to communicate an idea.</p>	<ul style="list-style-type: none"> • Explain how the functions of scenery, lighting, sound, costumes, and makeup are interrelated and support the text. 	<p>Literature: Perform an act from a play with/without costumes, scenery, lighting, etc. Compare/contrast the performances.</p>
<p>8.25A.04 Combine the principles of tension, rhythm, pattern, unity, balance, and repetition to communicate an idea.</p>	<ul style="list-style-type: none"> • Identify/communicate an idea using elements and principles. 	
<p>8.25A.05 Analyze dialogue, monologue, narration, and asides used to communicate events in a drama.</p>	<ul style="list-style-type: none"> • Describe/analyze acting skills such as sensory recall, concentration, breath control, diction, body alignment, and control of isolated body parts; tell how these affect communication. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.25A.06 Evaluate the mood communicated by a performed drama against the written text and/or intention of the creators.</p>		
<p>8.25A.07 Analyze character and plot dynamics.</p>	<ul style="list-style-type: none"> • Research information about people, events, time, and place to analyze characterizations and dramatic environments. • Explain how culture affects a dramatic performance. 	<p>Dance: Explain how culture affects a dramatic performance.</p>
<p>8.25A.08 Use appropriate language to reflect on and analyze student and/or professional work.</p>	<ul style="list-style-type: none"> • Videotape/evaluate a performance using criteria and vocabulary that describes the work appropriately. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 8:</p> <p>8.25A.01 Analyze changes in tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology.</p> <p>8.25A.02 Analyze the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition.</p>	<ul style="list-style-type: none"> • Describe/analyze changes using appropriate vocabulary, e.g., ritardando, accelerando, fermata, crescendo, sforzando. • Make aesthetic judgments based on critical listening. 	<p><i>“Music . . . gives a soul to the universe, wings to the mind, flight to the imagination . . . and life to everything.”</i></p> <p style="text-align: right;">Plato</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.25A.03 Analyze the form of complex musical compositions.</p>	<ul style="list-style-type: none"> • Describe/analyze complex compositions, e.g., imitation, motive, contrast, repetition, counterpoint, texture, density. 	
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 8: 8.25A.01 Demonstrate an understanding of creation of illusion of space.</p>	<ul style="list-style-type: none"> • Show how an illusion of space can be created, e.g., overlapping, variations in size, placement, value. 	
<p>8.25A.02 Demonstrate an understanding of formal/linear perspective.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of perspective, e.g., horizontal lines, vanishing point, one/two point perspective, etc. 	
<p>8.25A.03 Identify the role of a specific color scheme in an art work.</p> <p>8.25A.04 Describe the elements and principles that create harmony.</p>	<ul style="list-style-type: none"> • Examine a work of art; explain why the artist chose/used a specific color scheme. • Describe/explain the elements/ principles that create and/or disturb harmony, e.g., color, line, texture, shape, space. 	
<p>8.25A.05 Identify the elements and principles that unify a work of art.</p>	<ul style="list-style-type: none"> • Describe a work of art, its theme/subject, its meaning/appeal, etc. and the elements/principles that unify the work. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.25A.06 Evaluate the visual qualities of symbols that create meaning in works of art.</p>	<ul style="list-style-type: none"> • Explain how subjects, themes, and symbols convey contexts, values, and aesthetics in works of art. 	<p>Dance: Evaluate the visual qualities that create meaning in the composition.</p>
<p>8.25A.07 Critique a work of art using appropriate language in a positive, constructive manner.</p>	<ul style="list-style-type: none"> • Express an evaluation/critique of an art work with supporting reasons for personal reactions; use appropriate/positive vocabulary. 	
<p>DANCE/DRAMA/MUSIC/VISUAL ARTS</p> <p>Critical for Mastery at Grade 8: 8.25B.01 Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter, using appropriate artistic component and vocabulary.</p>	<ul style="list-style-type: none"> • Compare/contrast art forms, e.g., self-portrait to monologue or solo. • Compare/contrast elements of visual art, e.g., line, color, balance to the elements of a musical composition. • Make knowledgeable aesthetic value judgments based on art history, environment, personal response, and general academic knowledge. 	<p><i>“The quality of a civilization can be measured through its music, dance, drama, architecture, visual arts and literature.”</i></p> <p style="text-align: right;">Ernest L. Boyer</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 8:</p> <p>8.26A.01 Choose appropriate warm-up exercises for specified dance movements.</p> <p>8.26A.02 Analyze how expressive qualities are influenced by accompaniment, sets, lighting, costumes, and/or technology in live or video-taped dance compositions.</p> <p>8.26A.03 Alter processes to affect changes in the expressive qualities of dance compositions.</p> <p>8.26B.01 Demonstrate movement skills and explain the underlying principles.</p> <p>8.26B.02 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"> • Plan warm-up stretches/activities for given movements. • View a dance composition; analyze the expressive qualities: How do the qualities affect feelings and reactions? • Use improvisation to generate movement for choreography; e.g., vary tempo, music, movements, etc. of an existing dance. • Demonstrate body alignment, control, coordination, balance, elevation with clarity. • Make alterations to a dance piece; improvise movements. 	<p>Science: Discuss how the body works; use parts of the body to demonstrate.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
8.26B.03 Remember and perform traditional and created dances showing its style, expression, and form.	<ul style="list-style-type: none"> • Perform traditional/created dances, e.g., historical, folkloric, jazz, ballet, ballroom, modern, hiphop, etc. 	Physical Education: Create and perform a dance in a given style.
8.26B.04 Demonstrate movement that reflects musical qualities, form, and style.	<ul style="list-style-type: none"> • Identify music that inspires dance forms and styles. 	
Significant to Develop at Grade 8: 8.26B.05 Explore, select, and refine actions, dynamic, spatial, and relationship content.	<ul style="list-style-type: none"> • Create/perform combinations and variations in a broad, dynamic range. 	
8.26B.06 Demonstrate greater awareness of the structure of dances.	<ul style="list-style-type: none"> • Show awareness of beginning phrases, pauses, stops, sections, contrasts, and climax. 	
8.26B.07 Prioritize creative processes applied when choreographing dance compositions.	<ul style="list-style-type: none"> • Understand/prioritize the elements common to dance/dance composition. • Work effectively in small groups during the choreographic process. 	
DRAMA Critical for Mastery at Grade 8: 8.26A.01 Describe how actors use primary tools in training, auditioning, rehearsing, and performing.	<ul style="list-style-type: none"> • Compare/contrast various classical/contemporary techniques and methods. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
8.26A.02 Evaluate the choice of support tools to communicate an idea.	<ul style="list-style-type: none"> Evaluate whether the choices of costumes, sets, lights, props, sounds, make-up, etc., helped to communicate an idea. 	
8.26A.03 Compare designing and directing.	<ul style="list-style-type: none"> Compare the roles of designing/ directing to convey meaning to an audience. 	
8.26A.04 Analyze the process used to plan and practice a drama.	<ul style="list-style-type: none"> Choose, plan, practice a drama; keep a journal; analyze the process(es). 	
8.26A.05 Explain the collaborative nature of theatre production.	<ul style="list-style-type: none"> Explain collaboration among the roles and responsibilities of playwrights, actors, directors, designers, technicians, business managers, and others. 	
Significant to Develop at Grade 8: 8.26A.06 Compare the creative process to the scientific and writing processes.	<ul style="list-style-type: none"> Identify the specific processes; compare them using an appropriate, well-developed vocabulary. 	Social Studies: Produce a play based on a character/topic/event from a current unit.
8.26B.01 Use research to create a drama.	<ul style="list-style-type: none"> Identify/research cultural, historical, symbolic information to assist in making artistic choices. 	
8.26B.02 Write a scene using script conventions.	<ul style="list-style-type: none"> Construct imaginative scripts; collaborate with actors to refine scripts to convey story meaning to an audience. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.26B.03 Create a floor plan for a scene indicating environmental objects and set props.</p>	<ul style="list-style-type: none"> • Use technical knowledge/skills to develop a set design; safely create functional scenery, properties, lighting, sound, etc. 	
<p>8.26B.04 Use vocal techniques to perform monologue and dialogue.</p>	<ul style="list-style-type: none"> • Demonstrate techniques, e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, volume in performance. 	
<p>8.26B.05 Memorize and deliver character lines, actions, and reactions from a play, script, scenario, or original work.</p>	<ul style="list-style-type: none"> • Create/sustain a character that communicates with an audience. 	
<p>8.26B.06 Demonstrate concentration, observation, imagination, and physical action/reaction.</p>	<ul style="list-style-type: none"> • Demonstrate artistic discipline. 	
<p>Useful to Know at Grade 8: 8.26B.07 Demonstrate verbal and non-verbal choices in character interpretation.</p>	<ul style="list-style-type: none"> • Demonstrate the physical, emotional, social dimensions of a character. 	
<p>8.26B.08 Select set, props, costumes, lights, and sounds to support a drama.</p>	<ul style="list-style-type: none"> • Develop designs that use visual/aural elements that clearly support the text. 	
<p>8.26B.09 Direct a scene.</p>	<ul style="list-style-type: none"> • Communicate directoral choices effectively to a small ensemble for a scripted/ improvised scene. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>MUSIC</p> <p>Critical for Mastery at Grade 8: 8.26A.01 Analyze the sound sources of a given recorded example.</p>	<ul style="list-style-type: none"> Analyze aural examples of a varied repertoire of music; describe the uses of elements of music and expressive devices. 	
<p>8.26A.02 Demonstrate basic vocal and/or instrumental production techniques.</p>	<ul style="list-style-type: none"> Sing/perform with expression and technical accuracy. 	
<p>8.26A.03 Sight read simple melodies and rhythms.</p>	<ul style="list-style-type: none"> Sing music representing diverse genres, e.g., classical, folk, jazz, pop, and cultures, e.g., Latin, African, Caribbean, Western European with expression appropriate to the work being performed; describe style, interpretation, and instrumentation. 	<p><i>“When you perform . . . you are out of yourself – larger and more potent, more beautiful. You are for minutes heroic. This is power. This is glory on earth. And it is yours, nightly.”</i></p> <p style="text-align: right;">Agnes de Mille</p>
<p>Significant to Develop at Grade 8: 8.26A.04 Critique the effectiveness of a performer or conductor.</p>	<ul style="list-style-type: none"> Describe/analyze the elements that made a performance interesting, expressive, and effective. 	
<p>8.26A.05 Demonstrate or describe the relationship of practice/rehearsal techniques to performance.</p>	<ul style="list-style-type: none"> Describe how preparation and practice enhance a performance. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.26A.06 Demonstrate or describe cooperative interaction in ensemble performance.</p>	<ul style="list-style-type: none"> • Demonstrate well-developed ensemble skills. • Critique an instrumental ensemble performance. 	
<p>Useful to Know at Grade 8: 8.26B.01 Improvise harmonizing parts in a variety of styles.</p>	<ul style="list-style-type: none"> • Improvise appropriate harmonizing parts in a variety of styles. 	
<p>8.26B.02 Compose/arrange music within a specific guidelines and style.</p>	<ul style="list-style-type: none"> • Demonstrate how the elements of music are used to achieve unity/ variety, tension/ release and balance. 	
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 8: 8.26A.01 Differentiate between 2-D, 3-D, or time arts.</p>	<ul style="list-style-type: none"> • Compare multiple purposes for creating works of art. 	<p>Social Studies: Prepare a plan for a national monument; create a model of the monument.</p>
<p>8.26A.02 Describe/demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process.</p>	<ul style="list-style-type: none"> • Integrate subject matter with visual/spatial effects to communicate meaning. 	
<p>8.26A.03 Demonstrate processes that create special effects.</p>	<ul style="list-style-type: none"> • Employ visual structures/functions and the effects of these on a work of art. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
8.26A.04 Evaluate the significance of special effects in 2-D art work.	<ul style="list-style-type: none"> Evaluate the subject, theme, and symbols, used to communicate an intended meaning/effect. 	
8.26B.01 Use a variety of materials and processes to create functional and decorative art work.	<ul style="list-style-type: none"> Select media, techniques, processes, to create a work of art; reflect on the effectiveness of the artistic choices. 	
Significant to Develop at Grade 8: 8.26B.02 Use linear and aerial/atmospheric perspective to create the illusion of 3-dimensionality in a 2-dimensional artwork.	<ul style="list-style-type: none"> Create a composition in proportion and scale to create the illusion of depth. 	
8.26B.03 Create a performance art work incorporating the use of computer or video.	<ul style="list-style-type: none"> Take advantage of the qualities/characteristics of computer/video to enhance the communication of an experience or idea, e.g., <i>Blue Man Group</i>. 	
8.26B.04 Use 2-D or 2-D materials to create an abstract work.	<ul style="list-style-type: none"> Create an abstract work; use materials appropriately. 	
8.26B.05 Create an art work based on a plan incorporating research and problem solving.	<ul style="list-style-type: none"> Use visual characteristics and organizational principles to solve specific art problems in the creation of visual art. 	

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 8: 8.27A.01 Analyze how the arts function in ceremonies.</p>	<ul style="list-style-type: none"> • Compare/contrast the function of art in political conventions, the Olympics, religious convocations, etc. 	<p>Social Studies: Investigate the role of the arts in world events.</p>
<p>8.27A.02 Analyze how various arts are used to persuade and promote ideas.</p>	<ul style="list-style-type: none"> • Analyze how the arts can be used to promote/transform events, scenes, emotions, and/or ideas. 	
<p>8.27A.03 Analyze how the artist in each of the arts uses technology creatively.</p>	<ul style="list-style-type: none"> • Analyze how technology creatively assists the arts, e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers, etc. 	<p><i>“There is a powerful relationship between knowledge of the arts and success in scientific endeavors. The link between art and science is creativity itself. In the arts, experimentation and creativity never cease.”</i> Elizabeth Murfee</p>
<p>8.27A.04 Investigate occupations that are related to the arts industry.</p>	<ul style="list-style-type: none"> • Explore careers in art, e.g., architecture, cartooning, interior and fashion design, advertising, photography, illustration, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 8: 8.27B.01 Analyze how a particular art work influenced society in a given time period.</p>	<ul style="list-style-type: none"> • Describe how factors of time, place, resources, ideas, technology, influence features that give meaning/value to a work of art in each of the arts. 	<p>Social Studies: Discuss the role of the arts in history.</p>
<p>8.27B.02 Analyze how the works of a particular artist shape and reflect a given time period or event.</p>	<ul style="list-style-type: none"> • Select a genre, artist, artifact, product and time period/event, analyze how works of art shape/reflect a given time period. 	
<p>8.27B.03 Describe the influences of at least two artists on their times.</p>	<ul style="list-style-type: none"> • Describe how at least two artists within a particular historic period/style influenced, and were influenced by ideas, issues, themes, etc. 	