

# Grades 4, 5

Adopted 2002

## Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

- A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements
    - Dance: energy/force, space, time
    - Music: duration, intensity, pitch, timbre
    - Theatre: scenario, script/text, set design
    - Visual Arts: color, form/shape, line, space, texture, value
  - Principles
    - Dance: choreography, form, genre, improvisation, style, technique
    - Music: composition, form, genre, harmony, rhythm, texture
    - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
    - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony
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- B.** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Dance: move, perform, read and notate dance, create and choreograph, improvise
  - Music: sing, play an instrument, read and notate music, compose and arrange, improvise
  - Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
  - Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media
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- C.** Know and use fundamental vocabulary within each of the arts forms.
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- D.** Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
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- E.** Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
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- F.** Describe works of others through performance or exhibition in two art forms.
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- G.** Identify the function and benefits of rehearsal and practice sessions.
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- H.** Use and maintain materials, equipment and tools safely at work and performance spaces.
- Describe some materials used.
  - Describe issues of cleanliness related to the arts.
  - Describe types of mechanical/electrical equipment usage.
  - Know how to work in selected physical space/environments.
  - Identify the qualities of safe props/stage equipment.
  - Describe methods for storing materials in the arts.
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- I.** Describe arts events that take place in schools and in communities.

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- J.** Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
    - Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).
    - Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues).
  - K.** Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
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**Historical and Cultural Contexts**

- A.** Explain the historical, cultural and social context of an individual work in the arts.
- B.** Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- C.** Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- D.** Analyze a work of art from its historical and cultural perspective.
- E.** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- F.** Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- G.** Relate works in the arts to geographic regions:
  - Africa
  - Asia
  - Australia
  - Central America
  - Europe
  - North America
  - South America
- H.** Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- I.** Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- J.** Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
- K.** Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

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- L.** Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*).
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**Critical Response**

- A.** Identify critical processes in the examination of works in the arts and humanities.  
<ul><li>Compare and contrast</li><li>Analyze</li><li>Interpret</li><li>Form and test hypotheses</li><li>Evaluate/form judgments</li></ul>
- B.** Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's *In the Hall of the Mountain King* and in tap dance).
- C.** Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).
- D.** Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
- E.** Describe and use types of critical analysis in the arts and humanities.<ul><li>Contextual criticism</li><li>Formal criticism</li><li>Intuitive criticism</li></ul>
- F.** Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.
- G.** Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's *Evolution of Mickey and Minnie Mouse*).
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**Aesthetic Response**

- A.** Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
- B.** Investigate and communicate multiple philosophical views about works in the arts.
- C.** Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).
- D.** Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's *West Side Story* to communicate mood).