

Grades 5, 6, 7, 8

Adopted 2001

Dance K-12

1: Identify and demonstrate movement elements and skills in performing dance.

- a. demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery;
- b. identify and demonstrate basic dance steps, positions, and patterns for dance from various styles;
- c. transfer a spatial pattern from the visual to the kinesthetic;
- d. transfer a rhythmic pattern from the aural to the kinesthetic;
- e. identify and demonstrate a range of dynamics or movement qualities;
- f. demonstrate increasing concentration, focus and kinesthetic awareness in performing movement skills;
- g. reproduce movement phrases of varying length, dynamic qualities, and technical skill;
- h. analyze action and movement elements observed in a dance.

2: Identify choreographic principles.

- a. demonstrate symmetrical and asymmetrical design elements alone, with a partner, or with a group;
- b. create contrasting and complimentary shapes, giving and taking of weight and developing relationships in near and far space with a partner or a group;
- c. demonstrate varying structures and forms of composition, such as: AB, ABA, canon, call and response, and narrative;
- d. use improvisation to build movement vocabulary;
- e. demonstrate the processes of reordering and chance in structuring movement sequences;
- f. use cooperative learning skills in a small group during the choreographic process.

3: Recognize dance as a way to create and communicate meaning.

- a. compare and contrast the difference between pantomiming and abstracting gesture;
- b. analyze how different accompaniment, such as sound, music, or spoken text, can affect the meaning of a dance;
- c. demonstrate how lighting, costuming, and setting can contribute to the meaning of a dance;
- d. create a dance that communicates a topic of personal significance.

4: Apply and demonstrate critical and creative thinking skills in dance.

- a. create a movement problem and demonstrate multiple solutions; choose the most interesting solution and discuss the reasons for the choice;
- b. demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way;
- c. compare and contrast two dance compositions in terms of space, time and force/energy;
- d. identify possible aesthetic criteria for evaluating dance.

5: Recognize and demonstrate dance in various cultures and historical periods.

- a. understand the evolution of classical dance forms from various cultures, such as ballet, East Indian or flamenco, and perform basic movement in one form;
- b. understand the evolution of twentieth century American social and theatrical dance, such as the Charleston, the Lindy, tap, jazz and modern and perform basic movements;
- c. learn folk and social dances from a variety of cultures or time periods, utilizing resources from the community;
- d. identify the role of dance in different cultures or time periods.

6: Make connections between dance and healthful living.

- a. identify personal goals and how aspects of dance can be used to meet these goals; identify steps they are taking to reach their goals;
- b. explain strategies to prevent dance injuries;
- c. create their own warm-up movements; discuss how that warm-up prepares the body and mind for expressive purposes;
- d. know that people use a variety of movement therapies, such as occupational therapy and Feldenkrais, and movement forms, such as Tai Chi and yoga, to improve their health and well being.

7: Make connections between dance and other disciplines.

- a. identify a project that reveals similarities between two arts disciplines;
- b. observe the same dance both live and recorded on video; compare the aesthetic impact of the two observations.

8: Identify the range of careers in the field of dance.

- a. describe the value and significance of dance in everyday life;
- b. describe a variety of performance, production, and related careers in dance;
- c. identify the range of opportunities for individual skills to be used in local dance productions.

Music K-12

1: Sing, alone and with others, a varied repertoire of music.

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;
- b. sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2 on a scale of 1 to 6, including some songs performed from memory;
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed;
- d. sing music written in two and three parts.
- e. sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory.

2: Perform on instruments, alone and with others, a varied repertoire of music.

- a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control;
- b. perform, with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6;
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed;
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- a. perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.

3: Improve melodies, variations, and accompaniments.

- a. improvise simple harmonic accompaniments;
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys;
- c. improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality.

4: Compose and arrange music within specified guidelines.

- a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written;
- c. use traditional and nontraditional sound sources and electronic media when composing and arranging.

5: Read and notate music.

- a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures;
- b. read at sight simple melodies in both the treble and bass clefs;
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;
- d. use standard notation to record their musical ideas and the musical ideas of others;
- e. (for choral/instrumental students) sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.

6: Listen to, analyze, and describe music.

- a. describe specific music events in a given aural example, using appropriate terminology;
- b. analyze how elements of music are expressed in diverse genres and cultures;
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

7: Evaluate music and music performances.

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing;
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music.

8: Understand relationships among music, the other arts, and disciplines outside the arts.

- a. compare in two or more arts how the characteristic features of each art discipline can be used to transform similar events, scenes, emotions, or ideas into works of art;
- b. describe ways in which the principles and subject matter of other disciplines are related to those of music.

9: Understand music in relation to history and culture.

- a. describe distinguishing characteristics of representative music genres and styles from different cultures;
- b. classify by genre, style, historical period, composer, or title bodies of exemplary musical works and explain the characteristics that cause each work to be considered exemplary;
- c. compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world.

10: Identify the range of careers in the field of music

- a. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers;
- b. identify professions where skills of arranging, composing and conducting music are used;
- c. identify local, national, or international individuals who are composers/arrangers of music;
- d. identify occupations that require people to evaluate music and music performances;
- e. recognize that music-related careers exist in musical production and direction.

Theatre K-12

1: Students will create theatre through improvising, writing and refining scripts.

- a. create, individually and in groups, characters, environments, and actions that create tension and suspense;
- b. refine and record dialogue and action;
- c. write simple scripts.

2: Students will act by developing, improvising, communicating and sustaining characters.

- a. analyze descriptions, dialogue, and actions, in order to explain character motivation;
- b. invent character behaviors that align with the nature of a given script;
- c. demonstrate artistic choices, such as body alignment and diction, that develop characterizations;
- d. sustain character during ensemble interactions.

3: Students will design and produce the technical elements of theatre through artistic interpretation and execution.

- a. describe and use the relationships among scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for the drama;
- b. analyze improvised and scripted scenes for technical requirements;
- c. design stage environments, including setting, sound and light from traditional and nontraditional sources;
- d. work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments;
- e. select or create costumes and make up to suggest character.

4: Students will direct by planning or interpreting works of theatre by organizing and conducting rehearsals.

- a. lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes;
- b. through the use of theatre elements, demonstrate social, group, and consensus skills;
- c. explore the uses of the stage to enhance dramatic value;
- d. develop staging and blocking techniques.

5: Students will research, evaluate and apply cultural and historical information to make artistic choices.

- a. apply research from print and other sources to script writing, acting, design, and directing choices.

6: Students will make curriculum connections among theatre, the arts, and other disciplines.

- a. describe and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts;
- b. incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes;
- c. express and compare personal reactions to several art forms;
- d. describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts;
- e. describe ways in which the principles and subject matter of theatre and other arts disciplines are interrelated.

7: Students will analyze, critique and construct meanings from works of theatre.

- a. describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances;
- b. articulate and support the meanings constructed from dramatic performances;
- c. use articulated criteria to describe, analyze, and constructively evaluate the effectiveness of artistic choices found in dramatic performances;
- d. describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers, and directors) to the collaborative process of developing improvised and scripted scenes.

8: Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures, historical periods and everyday life.

- a. describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects culture;
- b. analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures;
- c. explain how culture affects the content and production values of dramatic performances;
- d. explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk, sympathy, and empathy apply in theatre and daily life;
- e. describe the value and significance of theatre in their daily lives.

9: Understand the range of careers in the field of theatre arts and identify careers associated with this field.

- a. identify a variety of performance and production related careers in theatre arts (such as actor, technician, stage manager, and designer);
 - b. identify and experience New Hampshire theatre resources;
 - c. explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media.
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Visual Arts K-12

1: Apply appropriate media, techniques, and processes.

- a. select media and analyze how it effectively communicates and expresses ideas;
 - b. use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas;
 - c. express and communicate ideas symbolically and realistically;
 - d. use increasingly complex art materials and tools in a safe and responsible manner.
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2: Identify and apply the elements of visual art and principles of design.

- a. recognize and reflect on the effects of arranging visual characteristics in works of art;
 - b. select and use the elements of art and principles of design to improve communication and expression of ideas;
 - c. describe and analyze visual characteristics of works of art using visual arts terminology.
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3: Select and apply a range of subject matter, symbols and ideas.

- a. use subjects, themes, and symbols that communicate and express intended meaning in their artwork;
- b. consider and compare the sources for subject matter, symbols, and ideas in their own and others' work.

4: Analyze the visual arts in relation to history and culture.

- a. compare the characteristics of works of art representing various cultures, historical periods, and artists;
- b. describe and place a variety of art objects by style and artist, and by historical and cultural contexts;
- c. describe how a given work of art can be interpreted differently in various cultures and time;
- d. analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art;
- e. identify artists who have used New Hampshire and New England as their subject and know where such works may be viewed;
- f. create a work of art that reflects historical and/or cultural context;

5: Analyze, interpret and evaluate their own and others' artwork.

- a. compare multiple purposes for creating works of art;
- b. analyze the meanings of contemporary and historic artworks;
- c. evaluate the quality and effectiveness of their own and others' work by using specific criteria;
- d. compare a variety of individual responses to their own art works;
- e. describe their own responses to, and interpretation of, specific works of art;
- f. describe their own artistic growth over time in relation to specific criteria.

6: Students will make connections among the visual arts, other disciplines, and daily life.

- a. compare characteristics of works of art and other art forms that share similar subject matter, themes and purposes;
- b. create art work that reflects the connections among visual arts and other disciplines;
- c. apply the principles of design in solving a visual arts problem.

7: Understand the range of careers in the field of visual arts and identify careers associated with this field.

- a. identify visual artists who are recognized locally, nationally, and internationally;
- b. describe occupations in which knowledge of design principles is important, such as fashion, manufacturing, advertising and web design.