

**Fine Arts Standards  
Grades 6-8**

**(Standards taught across the curriculum throughout the year)**

<b>Performance Area</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
<p><b>Power Standards</b> By the end of a grade, students will. . .</p>	<p><b>Sharing the Arts</b> 1. Demonstrate the importance of utilizing a variety of elements in their original creations. 2. Appreciate different culture’s art. 3. Decide what contribution they will make to the arts in their future.</p>	<p><b>The Arts in My Changing World</b> 1. Demonstrate the importance of utilizing a variety of elements in their original creations. 2. Appreciate different culture’s art. 3. Use observation of the world around them as a basis for the arts. 4. Describe qualities and elements used to convey meaning in a variety of artworks.</p>	<p><b>Global Influences and the Arts</b> 1. Understand what influences the arts have on the world. 2. Demonstrate a greater awareness of how various elements and qualities combine to create an emotional effect in various art forms. 3. Use the elements and principles to create and analyze the arts.</p>
<p><b>Elements, Organizing Principles, and Expressive Qualities</b></p>	<p><b>Dance</b> 1. Describe dance compositions in terms of sensory elements (time, space, force, flow). 2. Identify aesthetic principles (contrast, repetition, variety, balance) and musical/choreographic forms (AB, canon, rondo, theme, variation). 3. Discuss how and why dances are open to different interpretations and reactions. <b>Drama</b> 1. Analyze how different emotions affect an actor’s movement, facial expressions, posture, walk, and gestures. 2. Describe ways an actor uses voice (e.g., pitch, rate, volume) and body (e.g., posture, gestures, facial expressions) to communicate character and setting. 3. Combine vocal qualities with physical pace and rhythm to make a character unique or distinct from others. 4. Identify different types of narrative conventions used in a drama (e.g., narrator as character, narrator as storyteller, narrator as omnipotent observer). 5. Construct a scenario with a definite beginning, middle, and ending.</p>	<p><b>Dance</b> 1. Describe personal and peer performances in terms of sensory elements (time, space, force, and flow). 2. Give examples of choreographic principles (contrast, repetition, transition, variety, balance) and musical/choreographic forms (AB, canon, rondo, theme, variation). 3. Interpret ways spatial factors, relationships, and body actions are used to convey meanings in dance compositions. <b>Drama</b> 1. Analyze a drama for the types of conflict it contains (e.g., man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society). 2. Describe plot techniques used to enhance a drama (e.g., choice of time and place, use of minor characters, introduction of new information). 3. Compare improvisation and scripted drama. 4. Defend the choice of design elements (props, costumes, lights, sound, make-up, and/or sets) to communicate an idea. 5. Analyze how the use of shape and level impact the communication of character status, character relationship, emotion, mood, and message.</p>	<p><b>Dance</b> 1. Give examples of how to apply aesthetic principles (contrast, repetition, transition, variety, balance) and musical/choreographic form in dance compositions. 2. Analyze dance compositions for expressive qualities related to ideas, feelings, and moods. 3. Demonstrate movement skills and explain the underlying principles (body alignment, control, coordination, balance, elevation). <b>Drama</b> 1. Compare and contrast how the vocal elements (pitch, rate, volume, dialect, diction) and the physical elements (posture, gestures, facial expressions, mannerisms) are used to communicate character and conflict. 2. Analyze actor movement and voice in relation to the type of performance space. 3. Analyze the choice of design elements incorporated by a setting, costume, prop, sound, make-up, and/or lighting designer to communicate an idea. 4. Analyze dialogue, monologue, narration, and asides used to communicate events in a drama. 5. Identify dramatic structure (exposition, rising action, climax, conflict resolution). 6. Analyze character and plot dynamics.</p>

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<p><b>Elements, Organizing Principles, and Expressive Qualities</b></p>	<p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology.</li> <li>2. Replicate the beat and rhythms of a given musical example.</li> <li>3. Distinguish between duple and triple meter in a musical example.</li> <li>4. Identify major and minor tonalities in an aural musical example.</li> <li>5. Identify intervals in an aural example.</li> <li>6. Describe the texture and harmony of a given aural example.</li> <li>7. 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.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Describe value and line and how they transform 2-D shapes into 3-D forms.</li> <li>2. Distinguish between figure and ground in a still-life composition.</li> <li>3. Recognize variation, size and proportion to express an idea.</li> <li>4. Locate contrast in 2-D and 3-D artworks (e.g., light to dark and big to small).</li> <li>5. Describe the mood depicted in a variety of artwork with the same subject.</li> </ol>	<p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Identify the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Use the elements of design in order to observe designs in nature.</li> <li>2. Be able to generate 2-D art showing an understanding of basic perspective.</li> <li>3. Be able to evaluate/analyze art on the basis of elements and subject matter.</li> </ol>	<p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Identify changes in tempo(s), dynamic(s) and articulation(s) in an aural example, using appropriate terminology (e.g., ritardando, accelerando, fermata, crescendo, sforzando, accent).</li> <li>2. Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance.</li> <li>3. Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas, processes, technologies, creative processes) across art forms.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Be able to generate art, which shows an understanding of perspective and depth with the correct use of value/shade.</li> <li>2. Be able to combine several elements and principles into a unified composition.</li> <li>3. Be able to evaluate and analyze a work of art.</li> </ol>

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<b>Producing Works of Art</b>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Discuss how the body can gain strength, flexibility, and endurance in a safe manner.</li> <li>2. Identify ways that accompaniment, sets, lighting, costumes, and/or technology can influence live or videotaped dance compositions.</li> <li>3. Observe and discuss how processes (e.g., performing, improvising, exploring, composing, and choreographing) affect the expressive qualities of dance composition.</li> <li>4. Combine and isolate 2-3 moving parts of the body in simple coordination.</li> <li>5. Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing.</li> <li>6. Remember, practice, and perform dances made over a period of time.</li> <li>7. Discuss the processes that apply when choreographing dance compositions.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Analyze how the primary tools (mind, body, voice) impact an actor's skills.</li> <li>2. Compare the use of support tools (i.e., costume, lights, props, sounds, make-up) in a variety of dramas.</li> <li>3. Compare directing to acting and improvising.</li> <li>4. Describe the acting process (e.g., memorizing, determining and enacting character's wants, listening, maintaining concentration).</li> <li>5. Discuss the impact brainstorming, evaluation, and imagining has on a drama.</li> <li>6. Incorporate vocal techniques of volume and clarity and physical techniques of poise, posture, facial expression, and eye contact to create a character.</li> <li>7. Invent a character based on personal experience or research.</li> <li>8. Adapt a story into a performed drama.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Analyze how various processes can change the effect of expressive qualities in dance compositions.</li> <li>2. Explore, select, and refine actions, dynamic, spatial, and relationship content in dance competitions.</li> <li>3. Perform with others in unison and canon and with spatial clarity.</li> <li>4. Demonstrate movement that reflects musical qualities, form, and style.</li> <li>5. Structure phrases and sections of dances based on teacher's framework.</li> <li>6. Apply creative processes related to the development of dance compositions.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Analyze how the support tools and the primary tools work together to communicate an idea.</li> <li>2. Compare playwriting to improvising and directing to acting.</li> <li>3. Analyze advanced negotiation strategies used to plan a drama (e.g., win-win, compromise, chance, voting, agree to disagree).</li> <li>4. Analyze the steps of the artistic process used in drama.</li> <li>5. Plan, design, and/or alter a space, prop, costume, and/or sound source to communicate an idea.</li> <li>6. Demonstrate planning, practicing, evaluating, and revising techniques with a team.</li> <li>7. Demonstrate improvisational skills.</li> <li>8. Select set, props, costumes, lights, and sounds to support a drama.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Describe basic sound production theory (electronic and acoustic).</li> <li>2. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture).</li> <li>3. Use notation to record one's own and other's musical ideas.</li> <li>4. Sing and play accurately and with expression.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Choose appropriate warm-up exercises for specified dance movements.</li> <li>2. Use the technical processes (dancing, improvising, exploring, composing, choreographing) to create dance compositions.</li> <li>3. Remember and perform traditional and created dances showing its style, expression, and form.</li> <li>4. Demonstrate greater awareness of structure of dances (e.g., beginning, phrases, pauses, stops, sections, contrasts, climax).</li> <li>5. Create and perform a dance composition that reflects a clear and focused idea.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Use mind, body, and voice to make support tools/design elements appear real to an audience.</li> <li>2. Describe ensemble and teamwork activities required in a theatre production.</li> <li>3. Explain a range of resources one can use for acting, scripting, and designing (e.g., web sites, dialect tapes, source books, field trips, interviews).</li> <li>4. Use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, volume) to perform monologue and dialogue.</li> <li>5. Memorize and deliver character lines, actions, and reactions form a play, scripts, scenario, or original work.</li> <li>6. Direct a scene.</li> <li>7. Demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of a drama/theater activity or performance.</li> </ol>

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<p><b>Producing Works of Art</b></p>	<p><b>Music</b>            1. Perform melodies in 6/8 meter.            2. Analyze the sound sources of a given recorded example.            3. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing).            4. Create one's own musical ideas.            5. Sing and play accurately from standard notation symbols for pitch rhythm, dynamics, tempo, articulation, and expression.            6. Sight-read simple melodies and rhythms.</p> <p><b>Visual Arts</b>            1. Select specific tools, materials, and processes to communicate an idea a 2-D and 3-D artwork.            2. Recognize the different characteristics of similar materials (i.e., watercolors, crayon/chalk).            3. Use media, tools, and processes through innovative techniques to influence the future direction of art.</p>	<p><b>Music</b>            1. Describe basic sound production theory (electronic and acoustic).            2. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture).            3. Use notation to record one's own and other's musical ideas.            4. Sing and play accurately and with expression.            5. Critique the effectiveness of a performer or conductor.            6. Demonstrate or describe the relationship of practice/rehearsal techniques to performance.            7. Demonstrate or describe cooperative interaction in ensemble performance.            8. Compare and contrast sound production of instruments from various cultures.            9. Sing or play music that has a difficulty level of 3 (on a scale of 1 to 6, 1 being very easy and 6 being very difficult) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath or finger control; with clear articulation/diction; and with expression appropriate for the work being performed.</p> <p><b>Visual Arts</b>            1. Select specific tools, materials, and processes to communicate an idea a 2-D and 3-D artwork.            2. Recognize the different characteristics of similar materials (i.e., watercolors, crayon/chalk).            3. Use media, tools, and processes through innovative techniques to influence the future direction of art.</p>	<p><b>Music</b>            1. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture).            2. Demonstrate the ability to read written notation for a vocal or instrumental part.            3. Critique the effectiveness (e.g., style interpretation, instrumentation) of a performer or conductor.            4. Analyze the way in which performer or conductors interpret the intent of the composer in a recorded or live performance.            5. Compare and contrast sound production of instruments from various cultures.            6. Improvise harmonizing parts in a variety of styles.            7. Compose/arrange music within specific guidelines and style.            8. Classify singers according to their vocal range.</p> <p><b>Visual Arts</b>            1. Know and experiment with a variety of tools and art materials, along with their names, uses and safe handling.            2. Be able to produce artistic works in different medium, choosing subject and application of the elements into a composition.            3. Be able to use creative problem solving as artwork progresses.</p>

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<p><b>The Arts in History, Society, and Everyday Life</b></p>	<p><b>Dance, Drama, Music, Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Explain ways dance, drama, music and visual arts play a part in everyday life (e.g., political cartoons, fashion design, background music, television).</li> <li>2. Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).</li> <li>3. Give examples in which various arts are used to persuade and promote ideas.</li> <li>4. Demonstrate good audience behavior and evaluate the behavior of self and others.</li> <li>5. Describe how audience behavior changes a product or performance.</li> <li>6. Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles).</li> <li>7. List artists who have made significant contributions and describe their ideas.</li> <li>8. Investigate how the arts reflect different cultures, times, and places.</li> <li>9. Compare how different art forms express aspects of the same culture, time or place.</li> <li>10. Compare and contrast the contribution of individual artists on movements, trends, or periods.</li> <li>11. Analyze how the arts function in ceremonies (e.g., Olympics, political convention).</li> <li>12. Identify how various arts are used to persuade and promote ideas (e.g., political conventions, campaigns, advertising).</li> </ol>	<p><b>Dance, Drama, Music, Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. List technology used in the arts (e.g., cameras, synthesizers, computers, printing press).</li> <li>2. Demonstrate good audience behavior and evaluate the behavior of self and others.</li> <li>3. Describe how audience behavior changes a product or performance.</li> <li>4. Determine the reasons why certain artists or works of art reflect culture (e.g., totems, ritual).</li> <li>5. Analyze how the works of a particular artist shape or reflect a given time period or event.</li> </ol>	<p><b>Dance, Drama, Music, Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Analyze how the arts function in historical, societal, economic, and personal contexts (e.g., economic trends, creative thinking, intra/intercommunication, adornment, environments, entertainment, historical record, jobs).</li> <li>2. Analyze how the arts inform and persuade through movement, sound, and image.</li> <li>3. Examine the purpose and effects of various media (e.g., film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public.</li> <li>4. Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period.</li> <li>5. Describe the influences of at least two artists on their times.</li> <li>6. Research art from history through a specific art movement and use it as a basis for their own work.</li> </ol>