

# PRIMARY ARTS AND HUMANITIES

## Kentucky Core Academic Standards – Arts and Humanities – Primary

The arts and humanities program in the primary level centers on an exploration of the art forms of dance, drama/theatre, music and visual arts. Emphasis should be placed on exposing students to a variety of arts through active experiences in all four art forms. This exploration includes a beginning of literacy development in the arts content areas, simple analysis and critique of the arts, and active creating and performing in the arts.

Students should have the opportunity to learn about the arts in the context of creating and performing. As students create and perform, they learn that the arts are basic to human communication and that they can use the arts to communicate specific meaning through their choices in the use of various arts elements and principles of design.

The arts and humanities content standards at the primary level are directly aligned with Kentucky's broad standards called the **Academic Expectations**. The **Academic Expectations** are directly related to the *National Standards for Arts Education (1994)*.

Arts and humanities grade level content standards are organized around five “Big Ideas” that are important to the arts disciplines. The five big ideas in arts and humanities are: Structures in the Arts, Humanity in the Arts, Purposes for Creating the Arts, Processes in the Arts and Interrelationships Among the Arts. The Big Ideas are conceptual organizers for arts and humanities and are similar at each grade level to ensure students have multiple opportunities throughout their school careers to develop skills and concepts linked to each Big Idea.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of the arts and humanities. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and Concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for arts and humanities are fundamental to arts literacy and proficiency, and build on prior learning.

The three arts processes of creating, performing and responding to the arts provide a basis for deep understanding and appreciation of the arts. In the processes of creating and performing, a variety of technologies are employed, ranging from primitive technologies to cutting edge electronic and digital technologies.

**Creating** involves planning and creating new music, dance, drama/theatre or visual arts, or it may involve improvising in music, dance or drama/theatre. Improvising is the composing of new music, reciting/acting new dramatic material, or creating new dance movements on the spur of the moment.

**Performing** is limited to the performing arts of music, dance and drama/theatre. Performing involves presenting previously created works for an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations in the performance.

**Responding** to the arts involves responses on multiple levels. The arts are a tool for communication and are capable of delivering meaning through literal and emotional content. Responding to the emotional content of artworks involves actually feeling the emotion(s) set forth by the creator. Responding can also involve intellectual analysis of works of art in regard to their design, effectiveness and quality.

**Academic Expectations** 2.25 and 2.26 bring forward the study of the humanities in the arts. The arts reflect time, place and society and offer a mirror to the human experience. The powerful communication qualities of the arts also enable them to be a factor that can drive the human experience. Study of historical and cultural contexts in the arts is an essential and integral part of instruction across all the art forms and across all grade levels.

Primary level students should have the opportunity to experience the arts of various cultures around the world, but specific study should focus on influences in the early history of America and the United States, specifically Native American arts, West African arts, Appalachian arts; how the arts are part of these cultures and purposes they have served in those cultures. Students will also study European arts that influenced arts in the American Colonial period.

## Big Idea: Structure in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures and historical periods.

### Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.23** Students analyze their own and others' artistic products and performances using accepted standards.

### Primary Enduring Knowledge – Understandings

*Students will understand that*

- the elements of music, dance, and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

### Primary Skills and Concepts – Music

*Students will*

- begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology
- use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others
- listen to and explore how changing elements results in different musical effects
- recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

### Primary Skills and Concepts – Dance

*Students will*

- begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology
- use the elements of dance in creating, copying and performing patterns of movement independently and with others
- observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

## **Big Idea: Structure in the Arts – Continued**

### **Primary Skills and Concepts – Drama/Theatre**

#### *Students will*

- begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology
- use the elements of drama in creating and performing dramatic works independently and with others
- observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations
- explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

### **Primary Skills and Concepts – Visual Arts**

#### *Students will*

- begin to recognize and identify elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology
- use the elements of art and principles of design in creating artworks independently and with others
- explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g., focal point, pattern, balance, contrast) in two and three dimensional artworks

## **Big Idea: Humanity in the Arts**

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

### **Academic Expectations**

- 2.24** Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

### **Primary Skills and Concepts – Music**

*Students will*

- begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures
- begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period
- begin to describe the music of specific cultures using music terminology

### **Primary Skills and Concepts – Dance**

*Students will*

- begin to associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures
- begin to associate dances they observe or perform with the Colonial American period in history; describe in simple terms how dances reflect the Colonial American time period
- begin to describe the dance of specific cultures using dance terminology

### **Primary Skills and Concepts – Drama/Theatre**

*Students will*

- begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures
- begin to associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe in simple terms how literature and oral tradition reflect the Colonial American time period
- begin to describe folktales, legends, or myths of specific cultures using drama/theatre terminology

## **Big Idea: Humanity in the Arts – Continued**

### **Primary Skills and Concepts – Visual Arts**

*Students will*

- begin to associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe in simple terms how the art of these cultures reflects the cultures
- begin to associate artworks they experience or create with the Colonial American period in history; describe in simple terms how the art of the American Colonies reflects the Colonial American time period
- begin to describe artworks of specific cultures using visual art terminology

## **Big Idea: Purposes for Creating the Arts**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

### **Academic Expectations**

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).
- the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, a vocational pursuit, or leisure.
- the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

### **Primary Skills and Concepts – Music**

*Students will*

- begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)
- listen to and perform music created to fulfill a variety of specific purposes

### **Primary Skills and Concepts – Dance**

*Students will*

- begin to develop an awareness of the purposes for which dance is created (e.g., ceremonial, recreational, artistic expression)
- observe and perform dance created to fulfill a variety of specific purposes

### **Primary Skills and Concepts – Drama/Theatre**

*Students will*

- begin to develop an awareness of the purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)
- observe and perform dramatic works created to fulfill a variety of specific purposes

### **Primary Skills and Concepts – Visual Arts**

*Students will*

- begin to develop an awareness of the purposes for which artworks are created (e.g., ceremonial, artistic expression, narrative, functional)
- create new and experience artworks designed to fulfill a variety of specific purposes

## Big Idea: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present and for the value of artistic expression.

### Academic Expectations

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

### Primary Enduring Knowledge – Understandings

*Students will understand that*

- there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.
- full understanding and appreciation of the arts requires some degree of involvement in all three processes.
- openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.
- existing and emerging technologies can extend the reach of the art form to new audiences.

### Primary Skills and Concepts – Music

*Students will*

- be actively involved in creating and performing music alone and with others
- begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

### Primary Skills and Concepts – Dance

*Students will*

- be actively involved in creating and performing dance alone and with others
- begin to learn how to use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

## **Big Idea: Processes in the Arts – Continued**

### **Primary Skills and Concepts – Drama/Theatre**

*Students will*

- be actively involved in creating and performing dramatic works
- begin to learn how to use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

### **Primary Skills and Concepts – Visual Arts**

*Students will*

- be actively involved in creating artworks
- begin to learn how to use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others
- identify possible criteria for evaluating visual arts (e.g., skill of artist, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of visual arts being viewed; discuss opinions with peers in a supportive and constructive way
- describe personal responses to artwork; explain why there might be different responses to specific works of art

## **Big Idea: Interrelationships Among the Arts**

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

### **Academic Expectations**

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- the arts are basic forms of human communication.
- music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs, and feelings.
- the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.
- the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

### **Primary Skills and Concepts – Arts**

*Students will*

- begin to recognize that common terms are used in various arts (e.g., tempo in dance and music)
- begin to notice communication of common themes or ideas across different art forms
- identify and explain connections between and among different art forms from the same culture or from the same time period
- begin to identify commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)
- communicate common meaning through creating and performing in the four art forms

# **INTERMEDIATE ARTS AND HUMANITIES**

## Kentucky Core Academic Standards – Arts and Humanities – Fourth Grade

The arts and humanities program in the fourth grade continues to center on an exploration of the art forms of dance, drama/theatre, music and visual arts. Emphasis should be placed on exposing students to a variety of arts through active experiences in all four art forms. This exploration includes a beginning of literacy development in the arts content areas, basic level analysis and critique of the arts, and active creating and performing in the arts.

Students should have the opportunity to learn about the arts in the context of creating and performing. As students create and perform, they learn that the arts are basic to human communication and that they can use the arts to communicate specific meaning through their choices in the use of various arts elements and principles of design.

The arts and humanities content standards at the fourth grade level are directly aligned with Kentucky's broad standards called the **Academic Expectations**. The **Academic Expectations** are directly related to the *National Standards for Arts Education (1994)*.

Arts and humanities grade level content standards are organized around five “Big Ideas” that are important to the arts disciplines. The five big ideas in arts and humanities are: Structures in the Arts, Humanity in the Arts, Purposes for Creating the Arts, Processes in the Arts and Interrelationships Among the Arts. The Big Ideas are conceptual organizers for arts and humanities and are similar at each grade level to ensure students have multiple opportunities throughout their school careers to develop skills and concepts linked to each Big Idea.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of the arts and humanities. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for arts and humanities are fundamental to arts literacy and proficiency, and build on prior learning.

The three arts processes of creating, performing and responding to the arts provide a basis for deep understanding and appreciation of the arts. In the processes of creating and performing, a variety of technologies are employed, ranging from primitive technologies to cutting edge electronic and digital technologies.

**Creating** involves planning and creating new music, dance, drama/theatre or visual arts, or it may involve improvising in music, dance or drama/theatre. Improvising is the composing of new music, reciting/acting new dramatic material, or creating new dance movements on the spur of the moment.

**Performing** is limited to the performing arts of music, dance and drama/theatre. Performing involves presenting previously created works for an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations in the performance.

**Responding** to the arts involves responses on multiple levels. The arts are a tool for communication and are capable of delivering meaning through literal and emotional content. Responding to the emotional content of artworks involves actually feeling the emotion(s) set forth by the creator. Responding can also involve intellectual analysis of works of art in regard to their design, effectiveness and quality.

**Academic Expectations** 2.25 and 2.26 bring forward the study of the humanities in the arts. The arts reflect time, place and society and offer a mirror to the human experience. The powerful communication qualities of the arts also enable them to be a factor that can drive the human experience. Study of historical and cultural contexts in the arts is an essential and integral part of instruction across all the art forms and across all grade levels.

Fourth grade students should have the opportunity to experience the arts of various cultures around the world, but specific study should focus on influences in the early history of America and the United States, specifically Native American arts, West African arts, Appalachian arts; how the arts are part of these cultures and purposes they have served in those cultures. Students will also study European arts that influenced arts in the American Colonial period.

*\*Social studies content has a definitive focus on Kentucky history and culture during the fourth grade, so a heavier emphasis on the arts of Kentucky, as well as Appalachian arts and folk arts can be incorporated in the fourth grade arts and humanities curriculum.*

## Big Idea: Structure in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.

### Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.23** Students analyze their own and others' artistic products and performances using accepted standards.

### Grade 4 Enduring Knowledge – Understandings

*Students will understand that*

- the elements of music, dance and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

### Grade 4 Skills and Concepts – Music

*Students will*

- recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology
- use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others
- listen to and explore how changing different elements results in different musical effects
- recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

### Grade 4 Skills and Concepts – Dance

*Students will*

- recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology
- use the elements of dance in creating, copying and performing patterns of movement independently and with others
- observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements

## **Big Idea: Structure in the Arts – Continued**

### **Grade 4 Skills and Concepts – Drama/Theatre**

#### *Students will*

- recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology
- use the elements of drama in creating and performing dramatic works independently and with others
- observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling) in a variety of situations
- explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

### **Grade 4 Skills and Concepts – Visual Arts**

#### *Students will*

- recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology
- use the elements of art and principles of design in creating artworks independently and with others
- explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g., focal point, pattern, balance, contrast) in two and three dimensional artworks
- identify a variety of subject matter (e.g., landscape, portrait, still life)

## Big Idea: Humanity in the Arts

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

### Academic Expectations

- 2.24** Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### Grade 4 Enduring Knowledge – Understandings

*Students will understand that*

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

### Grade 4 Skills and Concepts – Music

*Students will*

- associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures
- associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period
- describe the music of specific cultures using music terminology

### Grade 4 Skills and Concepts – Dance

*Students will*

- associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures
- associate dances they observe or perform with the Colonial American period in history; describe in simple terms how dances reflect the Colonial American time period
- describe the dance of specific cultures using dance terminology

### Grade 4 Skills and Concepts – Drama/Theatre

*Students will*

- associate storytelling, myths, legends, or folktales they experience or perform with specific cultures (Native American, Appalachian, West African); describe how literature and oral tradition reflect the cultures
- associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how literature and oral tradition reflect the Colonial American time period
- describe storytelling, myths, legends, or folktales of specific cultures using drama/theatre terminology

## **Big Idea: Humanity in the Arts – Continued**

### **Grade 4 Skills and Concepts – Visual Arts**

*Students will*

- associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe in simple terms how the art of these cultures reflects the cultures
- associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period (e.g., European influences in American visual art)
- describe artworks of specific cultures using visual art terminology

## Big Idea: Purposes for Creating the Arts

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

### Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### Grade 4 Enduring Knowledge – Understandings

*Students will understand that*

- the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).
- the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.
- the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

### Grade 4 Skills and Concepts – Music

*Students will*

- identify purposes for which music is created (e.g., ceremonial, recreational, artistic expression)
- listen to and perform music created to fulfill a variety of specific purposes

### Grade 4 Skills and Concepts – Dance

*Students will*

- identify purposes for which dance is created (e.g., ceremonial, recreational, artistic expression)
- observe and perform dance created to fulfill a variety of specific purposes

### Grade 4 Skills and Concepts – Drama/Theatre

*Students will*

- identify purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)
- observe and perform dramatic works created to fulfill a variety of specific purposes

### Grade 4 Skills and Concepts – Visual Arts

*Students will*

- identify purposes for which artworks are created (e.g., ceremonial, artistic expression, narrative, functional)
- create new and experience artworks designed to fulfill a variety of specific purposes

## Big Idea: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

### Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

### Grade 4 Enduring Knowledge – Understandings

*Students will understand that*

- there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.
- full understanding and appreciation of the arts requires some degree of involvement in all three processes.
- openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.
- existing and emerging technologies can extend the reach of the art form to new audiences.

### Grade 4 Skills and Concepts – Music

*Students will*

- be actively involved in creating and performing music alone and with others
- use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

### Grade 4 Skills and Concepts – Dance

*Students will*

- be actively involved in creating and performing dance alone and with others
- perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American, Early American and folk)
- use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

## **Big Idea: Processes in the Arts – Continued**

### **Grade 4 Skills and Concepts – Drama/Theatre**

*Students will*

- be actively involved in creating and performing dramatic works
- use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

### **Grade 4 Skills and Concepts – Visual Arts**

*Students will*

- be actively involved in creating artworks
- use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others
- identify possible criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way
- describe personal responses to artwork; explain why there might be different responses to specific works of art

## **Big Idea: Interrelationships Among the Arts**

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

### **Academic Expectations**

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### **Grade 4 Enduring Knowledge – Understandings**

*Students will understand that*

- the arts are basic forms of human communication.
- music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.
- the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.
- the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

### **Grade 4 Skills and Concepts – Arts**

*Students will*

- recognize that common terms are used in various arts (e.g., tempo in dance and music)
- identify communication of common themes or ideas across different art forms
- identify and explain connections between and among different art forms from the same culture or from the same time period
- describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)
- communicate common meaning through creating and performing in the four art forms

## Kentucky Core Academic Standards – Arts and Humanities – Fifth Grade

The arts and humanities program in the fifth grade continues to center on an exploration of the art forms of dance, drama/theatre, music and visual arts. Emphasis should be placed on exposing students to a variety of arts through active experiences in all four art forms. This exploration includes a beginning of literacy development in the arts content areas, basic level analysis and critique of the arts, and active creating and performing in the arts.

Students should have the opportunity to learn about the arts in the context of creating and performing. As students create and perform, they learn that the arts are basic to human communication and that they can use the arts to communicate specific meaning through their choices in the use of various arts elements and principles of design.

The arts and humanities content standards at the fifth grade level are directly aligned with Kentucky's broad standards called the **Academic Expectations**. The **Academic Expectations** are directly related to the *National Standards for Arts Education (1994)*.

Arts and humanities grade level content standards are organized around five “Big Ideas” that are important to the arts disciplines. The five big ideas in arts and humanities are: Structures in the Arts, Humanity in the Arts, Purposes for Creating the Arts, Processes in the Arts and Interrelationships Among the Arts. The Big Ideas are conceptual organizers for arts and humanities and are similar at each grade level to ensure students have multiple opportunities throughout their school careers to develop skills and concepts linked to each Big Idea.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of the arts and humanities. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for arts and humanities are fundamental to arts literacy and proficiency, and build on prior learning.

The three arts processes of creating, performing and responding to the arts provide a basis for deep understanding and appreciation of the arts. In the processes of creating and performing, a variety of technologies are employed, ranging from primitive technologies to cutting edge electronic and digital technologies.

**Creating** involves planning and creating new music, dance, drama/theatre or visual arts, or it may involve improvising in music, dance or drama/theatre. Improvising is the composing of new music, reciting/acting new dramatic material, or creating new dance movements on the spur of the moment.

**Performing** is limited to the performing arts of music, dance and drama/theatre. Performing involves presenting previously created works for an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations in the performance.

**Responding** to the arts involves responses on multiple levels. The arts are a tool for communication and are capable of delivering meaning through literal and emotional content. Responding to the emotional content of artworks involves actually feeling the emotion(s) set forth by the creator. Responding can also involve intellectual analysis of works of art in regard to their design, effectiveness and quality.

**Academic Expectations** 2.25 and 2.26 bring forward the study of the humanities in the arts. The arts reflect time, place and society and offer a mirror to the human experience. The powerful communication qualities of the arts also enable them to be a factor that can drive the human experience. Study of historical and cultural contexts in the arts is an essential and integral part of instruction across all the art forms and across all grade levels.

Fifth grade students should have the opportunity to experience the arts of various cultures around the world, but specific study should focus on influences in the early history of America and the United States, specifically Native American arts, West African arts, Appalachian arts; how the arts are part of these cultures and purposes they have served in those cultures. Students will also study European arts that influenced arts in the American Colonial period.

*\*Social studies content has a definitive focus on the American Colonial Period in the fifth grade, so a heavier emphasis on the arts of this period can be incorporated in the fifth grade arts and humanities curriculum.*

## Big Idea: Structure in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.

### Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.23** Students analyze their own and others' artistic products and performances using accepted standards.

### Grade 5 Enduring Knowledge – Understandings

*Students will understand that*

- the elements of music, dance and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

### Grade 5 Skills and Concepts – Music

*Students will*

- recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology
- use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others
- listen to and explore how changing different elements results in different musical effects
- recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)

### Grade 5 Skills and Concepts – Dance

*Students will*

- analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology
- use the elements of dance in creating, copying and performing patterns of movement independently and with others
- observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements
- apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills

## **Big Idea: Structure in the Arts – Continued**

### **Grade 5 Skills and Concepts – Drama/Theatre**

#### *Students will*

- describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology
- use the elements of drama in creating and performing dramatic works independently and with others
- observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling) in a variety of situations
- describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization
- explore a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)

### **Grade 5 Skills and Concepts – Visual Arts**

#### *Students will*

- recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology
- use the elements of art and principles of design in creating artworks independently and with others
- explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes/groups) and principles of design (e.g., focal point, pattern, balance, contrast) in a variety of 2 and 3 dimensional artworks
- apply organizational structures and describe what makes them effective or not effective in communicating ideas

## Big Idea: Humanity in the Arts

The arts reflect the beliefs, feelings and ideals of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

### Academic Expectations

- 2.24** Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### Grade 5 Enduring Knowledge – Understandings

*Students will understand that*

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

### Grade 5 Skills and Concepts – Music

*Students will*

- associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe how the music reflects the cultures
- associate music they listen to or perform with the Colonial American period in history; describe how the music reflects the Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences)
- describe distinguishing characteristics of the music of specific cultures using music terminology (e.g., polyrhythms in African music not in Native American)

### Grade 5 Skills and Concepts – Dance

*Students will*

- associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe how dances reflect the cultures (e.g., hunting dances from Native American and West African cultures)
- associate dances they observe or perform with the Colonial American period in history; describe how dances reflect the Colonial American time period (e.g., social dances, square dancing)
- describe the dance of specific cultures using dance terminology

## **Big Idea: Humanity in the Arts – Continued**

### **Grade 5 Skills and Concepts – Drama/Theatre**

#### *Students will*

- associate folktales, legends or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe how the literature and oral traditions reflect the cultures
- associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how the literature and oral traditions reflect the Colonial American time period
- describe folktales, legends, or myths of specific cultures using drama/theatre terminology
- use print and non-print sources to explore, describe and compare themes, characters, and situations in dramas from different cultures

### **Grade 5 Skills and Concepts – Visual Arts**

#### *Students will*

- associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe how the art of these cultures reflects the culture
- associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period (e.g., European influences in American visual art)
- describe artworks of specific cultures using visual art terminology
- compare distinguishing characteristics of artworks from different cultures and time periods

## **Big Idea: Purposes for Creating the Arts**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

### **Academic Expectations**

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### **Grade 5 Enduring Knowledge – Understandings**

*Students will understand that*

- the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).
- the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.
- the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

### **Grade 5 Skills and Concepts – Music**

*Students will*

- describe and compare multiple purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)
- create new, listen to, choose and perform music to fulfill a variety of specific purposes

### **Grade 5 Skills and Concepts – Dance**

*Students will*

- describe and compare multiple purposes for which dance is created (ceremonial, recreational, artistic expression)
- create new, observe, choose and perform dance to fulfill a variety of specific purposes

### **Grade 5 Skills and Concepts – Drama/Theatre**

*Students will*

- describe and compare multiple purposes for which dramatic works are created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)
- create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes

### **Grade 5 Skills and Concepts – Visual Arts**

*Students will*

- describe and compare multiple purposes for which artworks are created (ceremonial, artistic expression, narrative, functional)
- create new, choose and experience artworks created to fulfill a variety of specific purposes

## Big Idea: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present and for the value of artistic expression.

### Academic Expectations

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

### Grade 5 Enduring Knowledge – Understandings

*Students will understand that*

- there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.
- full understanding and appreciation of the arts requires some degree of involvement in all three processes.
- openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.
- existing and emerging technologies can extend the reach of the art form to new audiences.

### Grade 5 Skills and Concepts – Music

*Students will*

- be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others
- sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles
- use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way

## **Big Idea: Processes in the Arts – Continued**

### **Grade 5 Skills and Concepts – Dance**

#### *Students will*

- be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others
- perform traditional folk dances, square dances and ethnic dances (Native American, West African/African-American, Early American and folk)
- use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way

### **Grade 5 Skills and Concepts – Drama/Theatre**

#### *Students will*

- be actively involved in creating, improvising and performing dramatic works using elements of drama (Literary, Technical, Performance)
- use a variety of resources (e.g., research, peers, technology) to write, refine, and record dialogue and action
- use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others
- identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest, technical requirements: lighting, sound, scenery, costumes)
- demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

### **Grade 5 Skills and Concepts – Visual Arts**

#### *Students will*

- be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design
- use knowledge of the elements and principles of art and art terminology to describe and critique their own work and the work of others
- identify possible criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest)
- demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way
- describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)

## **Big Idea: Interrelationships Among the Arts**

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

### **Academic Expectations**

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
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- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

### **Grade 5 Enduring Knowledge – Understandings**

*Students will understand that*

- the arts are basic forms of human communication.
- music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.
- the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.
- the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

### **Grade 5 Skills and Concepts – Arts**

*Students will*

- define common terms used in various arts (e.g., tempo in dance and music)
- explain communication of common themes or ideas across different art forms
- identify and explain connections between and among different art forms from the same culture or from the same time period
- describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)
- communicate common meaning through creating and performing in the four art forms