

# California

## Visual and Performing Arts Standards



## Fifth Grade

*Dance – Music – Theatre – Visual Arts*

**Standards Adopted 2001**

Resource Compiled by the Tulare County Office of Education, 2017

# Dance

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

### **Development of Motor Skills and Technical Expertise**

- 1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.
- 1.2 Name and use a wide variety of movements (e.g., isolations/whole body).

### **Comprehension and Analysis of Dance Elements**

- 1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.
- 1.4 Incorporate the principles of variety, contrast, and unity with dance studies.

### **Development of Dance Vocabulary**

- 1.5 Use appropriate dance vocabulary to describe dances.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

### **Creation/Invention of Dance Movements**

- 2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.

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- 2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

### **Application of Choreographic Principles and Processes to Creating Dance**

- 2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).
- 2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

### **Communication of Meaning in Dance**

- 2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

### **Development of Partner and Group Skills**

- 2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

#### **Development of Dance**

- 3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.

#### **History and Function of Dance**

- 3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.

### **Diversity of Dance**

- 3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

#### **Description, Analysis, and Criticism of Dance**

- 4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.
- 4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

#### **Meaning and Impact of Dance**

- 4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.
- 4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

### **Connections and Applications Across Disciplines**

- 5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).
- 5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).
- 5.3 Cite examples of the use of technology in the performing arts.

### **Development of Life Skills and Career Competencies**

- 5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.

# Music

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

### Read and Notate Music

- 1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.
- 1.2 Read, write, and perform major and minor scales.
- 1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

### Listen to, Analyze, and Describe Music

- 1.4 Analyze the use of music elements in aural examples from various genres and cultures.
- 1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.
- 1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

### Apply Vocal and Instrumental Skills

- 2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.

- 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

### **Compose, Arrange, and Improvise**

- 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Music**

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### **Role of Music**

- 3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

#### **Diversity of Music**

- 3.2 Identify different or similar uses of musical elements in music from diverse cultures.
- 3.3 Sing and play music from diverse cultures and time periods.
- 3.4 Describe the influence of various cultures and historical events on musical forms and styles.
- 3.5 Describe the influences of various cultures on the music of the United States.

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

### **Analyze and Critically Assess**

- 4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

### **Derive Meaning**

- 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

### **Connections and Applications**

- 5.1 Explain the role of music in community events.

### **Careers and Career-Related Skills**

- 5.2 Identify ways in which the music professions are similar to or different from one another.



# Theatre

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

### Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences.

### Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

### Development of Theatrical Skills

- 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
- 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

### **Creation/Invention in Theatre**

- 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

### **Role and Cultural Significance of Theatre**

- 3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
- 3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

### **History of Theatre**

- 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.
- 3.4 Identify types of early American theatre, such as melodrama and musical theatre.

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

### **Critical Assessment of Theatre**

- 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

### **Derivation of Meaning from Works of Theatre**

- 4.2 Describe devices actors use to convey meaning or intent in commercials on television.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

#### **Connections and Applications**

- 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science.

#### **Careers and Career-Related Skills**

- 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

# Visual Arts

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### **Develop Perceptual Skills and Visual Arts Vocabulary**

- 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
- 1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

### **Analyze Art Elements and Principles of Design**

- 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

### **Skills, Processes, Materials, and Tools**

- 2.1 Use one-point perspective to create the illusion of space.
- 2.2 Create gesture and contour observational drawings.
- 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

### **Communication and Expression Through Original Works of Art**

- 2.4 Create an expressive abstract composition based on real objects.

- 2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
- 2.6 Use perspective in an original work of art to create a real or imaginary scene.
- 2.7 Communicate values, opinions, or personal insights through an original work of art.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### **Role and Development of the Visual Arts**

- 3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
- 3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

#### **Diversity of the Visual Arts**

- 3.3 Identify and compare works of art from various regions of the United States.
- 3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

### 4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

### **Derive Meaning**

- 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.
- 4.2 Compare the different purposes of a specific culture for creating art.

### **Make Informed Judgments**

- 4.3 Develop and use specific criteria as individuals and in groups to assess works of art.
- 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

### **Connections and Applications**

- 5.1 Use linear perspective to depict geometric objects in space.

### **Visual Literacy**

- 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

### **Careers and Career-Related Skills**

- 5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.