

# California

## Visual and Performing Arts Standards



## Seventh 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 increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.
- 1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.

### Comprehension and Analysis of Dance Elements

- 1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.

### Development of Dance Vocabulary

- 1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)

## 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 improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.
- 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.

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

- 2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.
- 2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).

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

- 2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.
- 2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

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

- 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

## **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 Identify and perform dances from countries studied in the history social science curriculum.

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

- 3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).

### **Diversity of Dance**

- 3.3 Explain how dance functions among people of different age groups, including their own.

## **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 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).
- 4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

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

- 4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered).
- 4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).

## 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 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).
- 5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).

### Development of Life Skills and Career Competencies

- 5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.
- 5.4 Research and compare careers in dance and dance-related fields.

# 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 intervals, chordal patterns, and harmonic progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.
- 1.3 Transcribe simple aural examples into melodic notation.
- 1.4 Sight-read melodies in the treble or bass clef (level of difficulty: 1 on a scale of 1-6).

### Listen to, Analyze, and Describe Music

- 1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
- 1.6 Describe larger musical forms (e.g. canon, fugue, suite, ballet, opera, oratorio).

## 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 repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality,

vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).

- 2.2 Sing music written in two and three parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).

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

- 2.4 Compose short pieces in duple, triple, and mixed meters.
- 2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media.
- 2.6 Improvise melodies and harmonic accompaniments.
- 2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.

## **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 Compare music from various cultures as to some of the functions music serves and the roles of musicians.
- 3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, South American).

#### **Diversity of Music**

- 3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.4 Perform music from diverse genres and cultures.
- 3.5 Identify instruments from a variety of cultures visually and aurally.
- 3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

## 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 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.
- 4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.

#### Derive Meaning

- 4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

## 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 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- 5.2 Identify and describe how music functions in the media and entertainment industries.

#### Careers and Career-Related Skills

- 5.3 Identify various careers for musicians in the entertainment industry.



# 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 playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.

### Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.

## 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 Use improvisation in rehearsal to discover character and motivation.
- 2.2 Maintain a rehearsal script/ notebook to record directions and blocking.

### Creation/Invention in Theatre

- 2.3 Create characters, environments, and actions that exhibit tension and suspense.

### 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 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.

#### **History of Theatre**

- 3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.

### 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 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.

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

- 4.2 Explain how cultural influences affect the content or meaning of works of theatre.

## 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 communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.

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

- 5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

# 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 Describe the environment and selected works of art, using the elements of art and the principles of design.
- 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

### Analyze Art Elements and Principles of Design

- 1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).
- 1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

## 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 Develop increasing skill in the use of at least three different media.
- 2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.
- 2.3 Develop skill in using mixed media while guided by a selected principle of design.
- 2.4 Develop skill in mixing paints and showing color relationships.

## Communication and Expression Through Original Works of Art

- 2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.
- 2.6 Create an original work of art, using film, photography, computer graphics, or video.
- 2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

## 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 Research and describe how art reflects cultural values in various traditions throughout the world.

### Diversity of the Visual Arts

- 3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

## 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 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.
- 4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

### **Make Informed Judgments**

- 4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.
- 4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.
- 4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

## **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 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.
- 5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

### **Visual Literacy**

- 5.3 Examine art, photography, and other two and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

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

- 5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.