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| **6-8 Media Arts: Students will develop knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts as a means of expressing human experience.** |
| **Create** | **FA 8.1.1 Students will utilize processes, techniques, and application through the creation of media arts.** |
| Conceive | FA 8.1.1.a Identify artistic challenges that exist in the process of creating media arts and discover ways to implement possible solutions. |
| Develop | FA 8.1.1.b Expand media arts vocabulary along with elements and principles of design in the creative process. |
| Innovate | FA 8.1.1.c Utilize available tools, techniques, and conventions in the creation of media arts. |
| Duplicate | FA 8.1.1.d Demonstrate understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials. |
| **Present** | **FA 8.1.2 Students will communicate an idea/message by presenting their work in media arts.** |
| Construct | FA 8.1.2.a Contribute, communicate, and edit in collaborative work, independent work, and/or or performance environment. |
| Express | FA 8.1.2.b Combine components of media arts to improve overall quality (e.g., tone, mood, feeling, character). |
| Refine | FA 8.1.2.c Utilize audience impact and response in the revision of work and planning for later work. |
| Present | FA 8.1.2.d Expand opportunities for others (e.g., audience, school, community) to actively engage in the media arts (e.g., social media *(glossary)*, videos, online *(glossary)* gallery). |
| **Respond** | **FA 8.1.3 Students will develop ability to analyze, interpret, and evaluate work produced in media arts.** |
| Perceive | FA 8.1.3.a Describe the qualities and relationships of the components in media arts as related to collective personal experiences. |
| Interpret/Evaluate | FA 8.1.3.b Analyze multiple perspectives, key components, and relationships in media arts. |
| Interpret/ Evaluate | FA 8.1.3.c Interpret and evaluate possible meanings or points of view of media arts (e.g., intention, form, context). |
| **Connect** | **FA 8.1.4 Students will examine personal, cultural, historical, and cross-disciplinary connections through media arts.** |
| Inquire | FA 8.1.4.a Demonstrate use of media arts to address social, cultural, or societal issues (e.g., advertising *(glossary)*, social media *(glossary)*, public service announcements *(glossary)*). |
| Interact | FA 8.1.4.b Demonstrate and describe the impact of digital citizenship *(glossary)* (e.g., copyright, plagiarism, citations, validating resources *(glossary)*). |
| Interact | FA 8.1.4.c Identify and incorporate personal or collective experiences, perspectives, and ideas of others through media arts. |
| Synthesize | FA 8.1.4.d Examine careers in media arts and lifelong learning opportunities. |

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| **6-8 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.** |
| **Create** - Art to generate ideas | **FA 8.2.1 Students will use the creative process** *(glossary****)* to investigate and communicate personal voice in artwork.** |
| Plan/Material | FA 8.2.1.a Investigate ideas and materials *(glossary)* to demonstrate planning and refining. |
| Imagine/Artistic Voice | FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity. |
| AestheticExperience | FA 8.2.1.c Engage in the sensory experience *(glossary)* and relate it to making expressive artwork. |
| Elements/Principles | FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art). |
| Process/Craftsmanship | FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship *(glossary)*. |
|  | FA 8.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. |
| **Present** –Art to communicate ideas, process, and product | **FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.** |
| Intent | FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement *(glossary).* |
| Selection | FA 8.2.2.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations. |
| Presentation Value | FA 8.2.2.c Explore how the meaning of art can be affected by the presentation mode or venue *(glossary)* (e.g., reproduction, digital, social media *(glossary)*, or original museum/gallery experience). |
| **Respond –** to understand and appreciate ideas | **FA 8.2.3 Students will use the critical process** *(glossary)* **to compare and contrast multiple works of art, learning about themselves in the world.** |
| Describe | FA 8.2.3.a Identify and describe themes *(glossary)* and styles in works of art. |
| Analyze | FA 8.2.3.b Compare and contrast works of art using elements and principles *(glossary)* (e.g., themes *(glossary)*, styles, cultures). |
| Interpret | FA 8.2.3.c Compare and contrast various interpretations of themes *(glossary)*, styles, and mood. |
| Evaluate | FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented. |
| **Connect**  - Individual perspective and identity through the study of art | **FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.** |
| Artist Identity | FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities. |
| Time andPlace | FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts. |
| Purpose and Function | FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts *(glossary)* vs. fine art). |
| Purpose and Function | FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world. |

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| **6-8 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.** |
| **Create Concepts** | FA 8.3.1 Students will use dance elements *(glossary)***,** choreographic principles *(glossary)***,** and structures to construct dances that communicate ideas, images, feelings, and experiences. |
| Formulate | FA 8.3.1.a Generate spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative *(glossary)* to create a short movement phrase *(glossary)*).***\*Through*** *movement, express a time you were scared.* |
| Utilize | FA 8.3.1.b Create and compare multiple movement phrases *(glossary)* that use a variety of dance elements *(glossary)* and simple choreographic structures *(glossary)* (e.g., deconstruct movement to explore choreographic structures *(glossary)*).***\*Explore*** *what happens to a phrase (glossary) when you change the tempo (glossary), level, direction, sequence, repetition.* |
| Improvise | FA 8.3.1.c Invent movement sequences with others, improvise *(glossary)* to generate movement ideas that develop from a variety of prompts and sources (e.g., incorporate various ideas to combine and layer movement elements).***\*Respond*** *to musical accents (glossary), rhythms, narratives (glossary), artwork, images.* |
| Cooperate | FA 8.3.1.d Manipulate movement ideas and choose from a variety of solutions to movement problems *(glossary)* to establish a simple movement study *(glossary)* with others (e.g., collaborate *(glossary)* with peers to set formations and spatial patterns for a group work using learned movement material).***\*Give*** *students a beginning of a movement phrase (glossary) and have them finish it as a group.* |
| **Create Movement** | FA 8.3.2 Students will comprehend and demonstrate movement skills in dance. |
| Manipulate | FA 8.3.2.a Execute body movements with flexibility, endurance, strength, and accuracy to develop dance technique *(glossary)* (e.g., execute movement in a variety of dance forms with accuracy).***\*Explore*** *basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates.* |
| Modify | FA 8.3.2.b Move in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style *(glossary)*, genre *(glossary)*, or other influences (e.g., use rhythm, space, weight, flow to respond to various influences).***\*Connect*** *step series and perform with differing intentions apropos to the style (glossary) of outside influences.* |
| Reconstruct | FA 8.3.2.c Implement technical skills from a variety of dance forms (e.g., modern, ballet, tap, jazz, hip-hop) after viewing a performance *(glossary)*.***\*Bring*** *in a guest artist that specializes in a genre (glossary). View an outside performance (glossary) and replicate the choreography (glossary).* |
| **Perform** | FA 8.3.3 Students will understand how to use performance *(glossary)*values (kinesthetic *(glossary)*awareness, concentration, focus, and etiquette *(glossary)* to enhance dance performance *(glossary)*. |
| Duplicate | FA 8.3.3.a Use appropriate behaviors and etiquette *(glossary)* to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion).***\*Use*** *student self-reflection and peer assessment. Implement evaluation skills.* |
| Differentiate | FA 8.3.3.b Identify the impact of performance *(glossary)* values of clarity, concentration, focus, and projection *(glossary)* on dance performance *(glossary)* (e.g., collaborate *(glossary)* with peers for group work using learned movement materials).***\*Feedback*** *from an informed outside source on performance (glossary) values. Create an action plan on given feedback. Learn how to take constructive criticism.* |
| Interpret | FA 8.3.3.c Recognize how self-assessment can be used to refine dance performance *(glossary)* (e.g., maintain a dance journal, use research, resources, notation, peer assessments, and self-reflections).***\*Give*** *a few minutes at the end of each class period for journaling.* |
| **Respond** | FA 8.3.4 Students will demonstrate critical thinking skills to analyze and evaluate dance. |
| Examine | FA 8.3.4.a Explain and interpret how elements of movement and choreographic structures *(glossary)* are used to communicate ideas in dance (e.g., encourage students to analyze movements in order to explore imagery and give perception).***\*Research*** *the connections between dance styles (glossary). Discover the uses of cultural dances in order to communicate.* |
| Relate | FA 8.3.4.b Recognize and discuss the use of dance elements *(glossary)* and choreographic forms and structures in a variety of dance compositions (e.g., view live or recorded dance performance *(glossary)* and discuss, compare, and contrast). |
| **Connect** | FA 8.3.5 Students will understand cultural, interdisciplinary, and historical connections with dance. |
| Personalize | FA 8.3.5.a Use dance to understand concepts in U.S. history and relate them to significant events, ideas, and traditions from a national context (e.g., investigate what role dance played in U.S. history).***\*Choose*** *a style (glossary) of dance, and explore the origins and people who pioneered the dance form.* |
| Integrate | FA 8.3.5.b Analyze how other arts and academic disciplines are integrated into dance creation and performance *(glossary)* (e.g., recognize who, what, when, where, why, and how it connects to other disciplines when creating dance pieces).***\*Discuss*** *technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature.* |
| Internalize | FA 8.3.5.c Understand how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them).***\*Create*** *a dance describing an emotion.* |
| Generate | FA 8.3.5.d Investigate a variety of dance-related professions and the necessary training. |

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| **6-8 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.** |
| **Create** | **FA 8.4.1 Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.** |
| Imagine/Plan | FA 8.4.1.a Develop a compositional *(glossary)* idea for a specific purpose or mood, with teacher guidance, including:* how elements of music *(glossary)* convey expressive intent
* unity/variety
* tension/release
* how personal experiences influence musical choices.
 |
| Make/Evaluate/Refine | FA 8.4.1.b Create, evaluate, and refine musical ideas that utilize a variety of compositional devices *(glossary)* (e.g., form, imitation). |
| Make/Evaluate/Refine | FA 8.4.1.c Identify and define compositional devices *(glossary)* in student creations. |
| Present | FA 8.4.1.d Present an improvisation *(glossary),* arrangement *(glossary),* or original composition *(glossary)*. Explain how elements of music *(glossary)* in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically). |
| Connect | FA 8.4.1.e Connect music to historical and cultural contexts, the arts *(glossary),* and other disciplines through creating. |
| **Perform** | **FA 8.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres** *(glossary)* **and styles** *(glossary)* **using technical accuracy and expression.** |
| Select/Analyze/Interpret | FA 8.4.2.a Discuss expressive characteristics and components of technique, function, and context of selected pieces (e.g., phrasing, articulation *(glossary)*/diction). |
| Rehearse/Evaluate/Refine | FA 8.4.2.b Develop and refine solo/ensemble performance skills (e.g., posture, technique, reading music) using guided self-evaluation and feedback from others. |
| Present | FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation *(glossary).* Demonstrate appropriate performance expectations *(glossary)*. |
| Connect | FA 8.4.2.d Connect music to historical and cultural contexts, the arts *(glossary),* and other disciplines through performing. |
| **Respond** | **FA 8.4.3 Students will examine and evaluate elements of music** *(glossary)* **to explain how music conveys mood or context (affect of music).** |
| Select | FA 8.4.3.a Select appropriate music of contrasting styles *(glossary)* to listen to or perform. |
| Analyze/Interpret | FA 8.4.3.b Analyze and explain how the performer/creator uses composition *(glossary)* and performance characteristics (e.g., dynamics, phrasing) to convey expressive intent. |
| Evaluate | FA 8.4.3.c Choose appropriate criteria (e.g., dynamics, tone quality) to critique expressiveness and effectiveness of a performance or composition *(glossary)* with teacher guidance. Work independently or with others. |
| Connect | FA 8.4.3.d Connect music to historical and cultural contexts, the arts *(glossary),* and other disciplines through responding. |

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| **6-8 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.** |
| **Create** | **FA 8.5.1 Students will dramatize ideas and events incorporating “the givens” (who, what, when, where, why)** *(glossary)***.** |
| Story | FA 8.5.1.a Use readily available props to create “the where” of a story (e.g., table, chairs, silverware indicate a restaurant). |
| Story | FA 8.5.1.b Plan and record, in small groups, an improvisation *(glossary)* based on “the givens” *(glossary)* of a scene (e.g., tell or present a story using a setting, characters *(glossary)* and a series of events incorporating introduction, climax, resolution). |
| Story | FA 8.5.1.c Develop a linear plot structure *(glossary)* that introduces and resolves a conflict. |
| Story | FA 8.5.1.d Create theatrical works to illustrate a theme *(glossary)* within theatrical works. |
| Character*(glossary)* | FA 8.5.1.e Write a dialogue *(glossary)* with two to four characters *(glossary).* |
| Character*(glossary)* | FA 8.5.1.f Use movement in conjunction with extraneous sounds *(glossary)* and short phrases to demonstrate two distinct characters *(glossary)* (e.g., movements/sounds of a soldier as compared to movements/sounds of a mother). |
| **Perform** | **FA 8.5.2 Students will dramatize ideas and events incorporating “the givens” (who, what, when, where, why)** *(glossary)***.** |
|  | FA 8.5.2.a Establish character *(glossary)* and emotion through the use of rate *(glossary)*, articulation *(glossary)*, enunciation *(glossary),* projection *(glossary),* inflection *(glossary),* and movement*.* |
|  | FA 8.5.2.b Establish character *(glossary)* and emotion through the use of facial expression *(glossary)*, gesture *(glossary)*, posture, and body movement (e.g., pantomime, emoting *(glossary))* |
|  | FA 8.5.2.c Rehearse and portray, in small groups, characters *(glossary)* within a defined “where.” |
|  | FA 8.5.2.d Deliver a scripted monologue *(glossary)* to a focal point *(glossary).* |
|  | FA 8.5.2.e Modify performance based on teacher/director and peer response. |
|  | FA 8.5.2.f Design and craft a performance space *(glossary)* including set and audience arrangement (e.g., use classroom furniture to create a courtroom in a proscenium, thrust, or arena). |
|  | FA 8.5.2.g Examine one’s own effectiveness in a production/scene (e.g., keep a journal of acting choices, reflect on video of own performance). |
|  | Addressed in grades 9-12. |
| **Respond** | **FA 8.5.3 Students will analyze audience/performance relationship.** |
| Audience | FA 8.5.3.a Construct, share, and use audience code of conduct including appropriate audience behavior and respect for physical space. |
| Audience | FA 8.5.3.b Identify, analyze, and discuss the impact of the stage space, casting, and technical elements. |
| Audience | FA 8.5.3.c Compare the effectiveness of a single actor’s performance (e.g., physical/vocal choices) as a variety of characters *(glossary)* (e.g., Will Smith in a variety of roles). |
| Audience | FA 8.5.3.d Classify theatrical works as dramatic, comedic, or musical theatre genres *(glossary)*. |
| Audience | FA 8.5.3.e Discuss the impact on the audience of “willing suspension of disbelief” *(glossary)* in a performance. |
| **Connect** | **FA 8.5.4 Students will analyze connections between theatre and society.** |
| History | FA 8.5.4.a Understand the historical relevance of various theatrical forms (e.g., Greek and Roman theatre, Medieval, Renaissance). |
| History | FA 8.5.4.b Compare and contrast scripted and unscripted performances (e.g., situation comedy vs. reality shows). |
| Inter-disciplinary | FA 8.5.4.c Dramatize a traditional ritual (e.g., funeral from Our Town, wedding from Fiddler on the Roof, fire scene from Lord of the Flies). |
| Inter-disciplinary | FA 8.5.4.d Analyze how performance reflects culture and history (e.g., Oliver, The Color Purple). |
| Industry | FA 8.5.4.e Investigate responsibilities for specific careers in performing arts. |
| Industry | FA 8.5.4.f Demonstrate an understanding of the rights and responsibilities surrounding intellectual property *(glossary)* (e.g., citing sources, paying royalties, receiving permission). |