

...Slide in a circle, sculpt with clay...

Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Create shapes within each dimension (up, down, in front of, behind...). Create and perform combinations of movements (for example, slide in a circle) at different tempos (speeds) and identify alternate ways of combining the same movements.
- **Music:** Create and perform songs and instrumental pieces with simple rhythmic patterns, in tune and with a steady beat. Play an instrument from notation (written music). Identify melody, harmony, rhythm, and timbre (sound quality) when listening to music. Identify musical forms (such as a round).
- **Theatre:** Experience different dramatic forms. For example, collaborate with

classmates to dramatize a fable with mime. Design and create masks, puppets, and costumes to portray characters. With classmates, write scripts that include some stage directions (“Exit stage left”).

- **Visual arts:** Use a range of processes to express ideas in paintings (watercolor, tempera...), drawings, prints, collages, sculptures, ceramics, and fiber arts, including weaving. Use line to create effects of texture (shading, cross-hatching...).

- Use problem-solving strategies while working toward a finished piece. For example, design lighting for a scene in a play that takes place at night.

- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Identify and describe art forms from specific cultures and time periods (Croatian folk dance, American clog dance...). Locate artists within a culture or region and relate artworks to their cultural or historical contexts.

Identify themes, forms, and techniques that cross cultures and historical periods (such as the use of masks and the techniques of mask-making).

Recognize that across cultures and historical periods, some art forms are part of daily life (such as ceramic bowls) and some are part of ceremonial events (such as funeral jars).

Begin to tie historical and cultural events to important developments in the arts (such as the development of spirituals in African-American cultures).

Communicate meaning through creating works of art. For example, create a mural to illustrate a community event.

Understand that within each arts area there are different genres (such as comedy and tragedy in theatre) and different styles (such as the comedic styles of Charlie Chaplin and Chris Rock). Create artworks in different genres and styles.

Create, perform, and exhibit artworks using both traditional technologies (such as puppets) and newer technologies (such as images from the Internet).

Review and revise while creating works.

- Make choices about materials and how they are used (for example, an actor changing hats to represent different characters).



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Critical Response

Recognize that artists choose specific elements to communicate ideas, experiences, and moods. Describe the elements in one's own work. ("My dance has sharp movements in a small area of space.")

Understand that a work of art can be analyzed in terms of its form (such as the use of color in a painting), the context in which it was produced or the artist's intent (such as an expression of patriotism), and/or the critic's personal response to it.

Recognize the processes involved in art criticism, including comparing and contrasting, analyzing, interpreting ("I think the artist was trying to..."), and evaluating and forming opinions ("The sequel is better than the first movie because...").

Begin to develop criteria for assessing the quality of a performance or exhibit. ("A good actor makes you forget you're watching a play.")

Aesthetic Response

Communicate a meaningful response to a work of art, verbally and in writing. Compare different responses to the same work of art.

Express preferences for styles within an art form (landscapes by Georgia O'Keeffe versus landscapes by Andrew Wyeth, for example).

Suggest reasons for an artist's choice of media (such as chalk on paper rather than paint on canvas), form (a waltz rather than a minuet), technique

Student work

The image shows a musical score for two parts: Voices and Finger Cymbals/Sand Blocks. The music is in 4/4 time. The vocal line consists of a melody with lyrics: "Cat, Au-tumn, Neigh-bor-hood, Dog, Yell!" repeated. The instrumental line for Finger Cymbals and Sand Blocks provides a rhythmic accompaniment, primarily using quarter and eighth notes.

Cat
Autumn
Neighborhood
Dog
Yell

A third grade class wrote an acrostic poem (the first letters of each line spell a word), then wrote music for it. Each line was recorded as an "ostinato" (a repeated melodic or rhythmic pattern), using either voices or instruments. The teacher used sequencing software to layer the ostinati (plural of ostinato) for the final product.

To hear the piece, go to www.artsedcollaborative.org.

(narration rather than dialogue in the opening scene of a film), and subject matter.

Identify meaning in works of art (such as the plot of a story told through dance). Recognize that symbols and images convey meaning (such as light in the sky in a painting, or an actor's black cape).

Describe one's own goals for a work of art and the extent to which they were achieved. ("If I were to do this again, I would...")

Discuss an artwork in the context of art's place in society (for example, Dorothea Lange's photographs that documented people's lives during the Great Depression).



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