

...Draw a portrait,
sing in harmony...

Production, Performance, Exhibition

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

- **Dance:** Choreograph (create) and memorize dances, coordinating movements with various musical rhythms and genres. Improvise complex dance phrases (sets of movements). Perform alone and with others. Demonstrate

partner skills such as leading and following.

- **Music:** Compose and arrange music in various genres. Improvise melodies with voice and instruments. Sing and play from written music, in tune, with correct rhythm and a steady beat. Sing scales in major keys; sing with others in two-part harmony. Identify orchestral instruments by ear. Recognize

differences in timbre (sound quality).

- **Theatre:** Write and perform scenes that include monologues (one character speaking for an extended period), dialogue, and action. Develop characters using sensory recall (drawing on past personal experiences). Show a range of characters by varying physical stance and voice. Contribute to the technical production (selecting/designing scenery, costumes, lighting...). Develop directing skills for live theatre and film/video/electronic media.
- **Visual Arts:** Use a range of processes to express ideas in paintings (watercolor, acrylic...), drawings, prints, collages, sculptures, ceramics, fiber arts (stitching, weaving, quilting...), and mixed media. Use line and color to show perspective (the illusion of distance and depth). Extend processes and ideas. For example, use perspective in a fantasy landscape.

Create a work of art to communicate a point of view or express a theme. For example, make a video of a political demonstration.

Create, perform, and exhibit artworks in different genres, and artworks inspired by the styles of particular artists (such as painting in the style of Keith Haring).

Create, perform, and exhibit artworks using both traditional technologies (such as shadow puppets) and newer technologies (such as computerized lighting design).

Review and revise while creating works.

- Make choices about materials and how they are used (such as combining photographs and cut paper in a collage).
- Use problem-solving strategies while working toward a finished piece (such as editing a script for a smoother transition between scenes).
- 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

Relate works of art to their historical, cultural, social, and/or geographical contexts. For example, explain the role of songs such as “Follow the Drinking Gourd” in the Underground Railroad.

Analyze a work of art from a cultural or historical perspective (for example, Pablo Picasso’s *Guernica*).

Identify, describe, and analyze the work of important Pennsylvania artists,



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contemporary and historical. For example, suggest reasons for the popularity of Philadelphia-born actors Kevin Bacon and Will Smith.

Understand that art forms develop over time. For example, compare music played on a harpsichord, a piano, and an electronic keyboard.

Identify a cultural style by listening (such as *Nigerian* pop music) or viewing (such as *Japanese* animation).

Identify themes, forms, and techniques that cross cultures and historical periods, such as the theme of romantic love in all arts areas, a one-act play as a form in theatre, and printing on fabric as a technique in visual arts.

Critical Response

Identify specific elements that artists chose to communicate ideas, experiences, and moods.

Describe the elements in one's own work. ("In my self-portrait, my arm is in the foreground, my face is in the middle ground, and a pattern of abstract shapes forms the background.")

Recognize the processes involved in art criticism, and critique artworks.

- Analyze an artwork in terms of its form (a wheel-thrown ceramic bowl, for example), the context in which it was produced or the artist's intent (such as satire), and/or one's own personal response.
- Compare and contrast artworks.
- Interpret artworks ("I think the artist was trying to...").

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Student work



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Title: Mythical Forest

Artist: Latrice M.

Artist's statement: My collograph [print] is made of drawing paper and stencils. The reason why I named it mythical forest is because the forest is alive and well. It tells its own story. The forest is in Africa, where the fun never ends and a girl learns about the jungle. It gives me a happy mood, the forest, a bird searches for anyone in danger.

Middle grades students in a dance program wrote on the topic "Why I Love Dance."

Why I Love Dance

Dance...helps me when I am mad. I just dance and my feelings go away. Dance to me can be fun and crazy or calm and sweet, but it can also be hard and sweaty. ...Dance and I are like a perfect couple.

Artist: Caitlin M.

Dancing to me is movements of feelings. Dancing lets me show my feelings through my motions without speaking. ...When I have a good performance, it makes me feel extraordinary. ...Dancing has become a part of me.

Artist: AJ L.

Anyone can dance. It's just that people like me want more.

Artist: Kiana D.