



FOURTH GRADE

DANCE

MUSIC

THEATRE

VISUAL ARTS

By the End of Fourth Grade a Peninsula School District Student will:

<ul style="list-style-type: none"> Identify and describe the elements of dance used in the dances of others Demonstrate coordination crossing the center line of the body, including the grapevine pattern (locomotor and non-locomotor movement) Create movement that includes positive and negative space (space) Create and perform heavy and light movement (energy) Improvise movement using the elements of dance Identify the theme or main idea in the dances of others Describe how dance improves strength, flexibility, and cardiovascular fitness Perform sequences of movement from memory Describe the attributes of artworks used by specific artists or cultures Demonstrate respect for the artist Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process Identify how ideas are expressed through the arts Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) Recognize that aesthetic choices are influenced by culture Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes) Identify and analyze how the arts impact consumer choices Identify general attributes of artworks from a specific culture Practice/rehearse to refine arts skills 	<ul style="list-style-type: none"> Understand and use dynamic symbols (i.e., pp,p, mp, mf,f, ff) (expression) Identify families of instruments by sight and sound (timbre) Identify and write notes in the treble clef (notation) Identify simple musical forms (i.e., introduction, interlude, coda, rondo) (form) Create a simple melody (melody) Sing and match pitch throughout a major diatonic scale Create an improvisational interlude Demonstrate proper technique on at least one pitched instrument Describe the attributes of artworks used by specific artists or cultures Demonstrate respect for the artist Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process Identify how ideas and feelings are expressed through the arts Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) Recognize that aesthetic choices are influenced by culture Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes) Identify and analyze how the arts impact consumer choices Identify general attributes of artworks from a specific culture Practice/rehearse to refine arts skills 	<ul style="list-style-type: none"> Identify and describe character(s) within a scene/play Identify and describe locations within the setting or a scene/play Identify and describe probable actions leading to conflict resolution within a scene/play Identify probable conflict resolutions within a scene/play Identify and describe sounds in a scene/play Identify the main idea of a scene/play Select and use specific vocal qualities (e.g., volume, diction, rate, pitch, tone) in dramatic activities Select and use specific movements in dramatic activities Use emotional and sensory recall to create character Work within a small group to solve a dramatic problem Identify focus techniques that enhance dramatic performances Describe the attributes of artworks used by specific artists or cultures Demonstrate respect for the artist Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process Identify how ideas are expressed through the arts Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) Recognize that aesthetic choices are influenced by culture Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes) Identify and analyze how the arts impact consumer choices Identify general attributes of artworks from a specific culture Practice/rehearse to refine arts skills 	<ul style="list-style-type: none"> Identify and use line to create texture Identify and make color values: tints/shades, monochromatic colors Define space using horizon/ground line, foreground, middle ground, & background Identify and use geometric forms (e.g., sphere, cone, cube) Identify and use complementary colors Identify and demonstrate symmetrical (formal), asymmetrical (informal), and radial balance in two and three dimensions Use subtractive and additive processes Control tools and processes to produce detailed imagery in a variety of media Describe the attributes of artworks used by specific artists or cultures Demonstrate respect for the artist Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process Identify how ideas and feelings are expressed through the arts Use the arts to communicate for a 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