



FIFTH GRADE

DANCE

MUSIC

THEATRE

VISUAL ARTS

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

- Perform movement which includes accent and rest (time)
- Create and perform free and controlled movement (energy)
- Create a simple dance, combining a variety of dance elements and principles of organization (choreography)
- Explain the purpose of warming up before dancing
- Explain the importance of correct posture to health and movement safety
- Perform an original dance from memory
- 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

- Read, write, and create using rhythms including whole through sixteenth (notes and rests) (rhythm)
- Understand and use staccato/legato, accent (expression)
- Identify and use the following musical notation: sharp, flat, tie (notation)
- Identify and perform simple musical forms (i.e., theme & variation)
- Aurally discriminate between major and minor
- Identify the following musical notation: DaCapo, D.C. al Fine, DalSegno, 1st & 2nd endings, key signature & slur (notation)
- Identify and use the following musical notation: sharp, flat, tie (notation)
- Identify and perform simple musical forms (i.e., theme & variation)
- Aurally discriminate between major and minor
- Sing in tune using proper posture, diction, breathing, and expression
- Perform melodic and harmonic lines within an ensemble
- 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 and describe character traits within a scene/play
- Identify and describe the use of mood within the setting of a scene/play
- Identify and describe the sequence of actions that make up the beginning, middle, and end of a scene/play
- Identify multiple conflict resolutions within a plot in a scene/play
- Identify and describe costume, set, props, and sound as elements of design in a scene/play
- Compare and contrast main ideas in multiple scenes/plays
- Identify and use voice to communicate character
- Identify and use movement to communicate character
- Identify and use emotional and sensory recall to create character
- Identify and use ensemble skills in scene/play
- Identify and use appropriate focus techniques while participating in a scene/play
- 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

- Understand and demonstrate the use of line through direction, type, and quality
- Understand and demonstrate the relationship of 2D shapes to 3D forms
- Use a color wheel to demonstrate color relationships
- Recognize and demonstrate actual and simulated texture
- Recognize and use spatial devices and concepts to create depth
- Recognize and demonstrate a range of values
- Identify and apply principles of balance, repetition, emphasis, and movement in an artwork
- Use a variety of techniques in observational drawing
- Use different 2D and 3D art mediums to create textural effects
- Combine media for visual and expressive purposes
- 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