



SIXTH GRADE

DANCE

MUSIC

THEATRE

VISUAL ARTS

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

<ul style="list-style-type: none"> • Demonstrate sustained and percussive movement (energy) • Create simple dances in solo and small groups • Create dances with a consistent theme • Demonstrate precision in locomotor and non-locomotor movement • Use abdominal muscular control in movement (center strength) • Demonstrate warm-up and cool-down techniques appropriate to increasing flexibility • Perform with others in unison • Identify techniques from various artists, cultures, and/or times • Identify how the audience and artist/performer interact • 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 use and misuse (plagiarism) of pre-existing artistic works to communicate • Use the arts to communicate for a specific purpose (e.g., to record history, persuade) • Describe how aesthetic choices are influenced by historical context • Describe arts processes that are unique to each arts discipline • Demonstrate that arts concepts occur in other content areas • Analyze how the arts impact peer group choices • Identify specific attributes of artworks that reflect culture and history • Identify job specific skills for arts careers • Demonstrate collaborative skills 	<ul style="list-style-type: none"> • Read, write, and create using rhythms including whole through sixteenth (notes and rests) (rhythm) • Understand and use staccato/legato, accent (expression) • Identify the following registers: soprano, alto, tenor, bass (timbre) • Identify the following musical notation: Da Capo, D.C. al Fine, Dal Segno, 1st & 2nd endings, key signature, and slur (notation) • Write and identify notes in the bass clef (notation) • Understand that steps and leaps create intervals (harmony) • Demonstrate listening skills by correcting personal tone and volume • Improvise a melodic phrase • Identify techniques from various artists, cultures, and/or times • Identify how the audience and artist/performer interact • 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 use and misuse (plagiarism) of pre-existing works to communicate • Use the arts to communicate for a specific purpose (e.g., to record history, persuade) • Describe how aesthetic choices are influenced by historical context • Describe arts processes that are unique to each arts discipline • Demonstrate that art concepts occur in other content areas • Analyze how the arts impact peer group choices • Identify specific attributes of artworks that reflect culture and history • Identify job specific skills for arts careers • Demonstrate collaborative skills 	<ul style="list-style-type: none"> • Identify and describe changes within a character throughout a scene/play • Identify and describe the relationship of setting to character development • Identify and describe the use of dialogue in a scene/play • Identify the sequence of actions connected to the conflict and resolution in a scene/play/story • Identify and describe elements of plot • Identify elements of design (e.g., lights, sound, sets, costumes, etc.) in scene/play • Identify similar themes in multiple scenes/plays • Integrate voice into character development • Integrate movement into character development • Identify and use emotional and sensory recall to create a character in a scene/play • Demonstrate appropriate ensemble skills in a scene/play • Demonstrate focus techniques while participating in a scene/play • Identify techniques from various artists, cultures, and/or times • Identify how the 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complementary colors to form neutrals • Identify and use warm/cool colors as advancing and receding in space • Identify and use form and texture in 2D and 3D art forms • Use movement of the viewers eye within a composition • Differentiate between realistic, non-objective, and abstract works of art • Understand and demonstrate gradations of value both in neutrals and in colors • Use a wide variety of media singularly and in combination • Identify techniques from various artists, cultures, and/or times • Identify how the audience and artist/performer interact • 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 use and misuse (plagiarism) of pre-existing artistic works to communicate • Use the arts to communicate for 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