

PENINSULA SCHOOL DISTRICT
Arts Curriculum
Grade 10



1. The student understands and applies arts knowledge and skills

BENCHMARK 3 Grade 10 (EALR)	A Peninsula Tenth Grade Student Will: (from the Frameworks) Dance	A Peninsula Tenth Grade Student Will: (from the Frameworks) Music	A Peninsula Tenth Grade Student Will: (from the Frameworks) Theatre	A Peninsula Tenth Grade Student Will: (from the Frameworks) Visual Arts	Instructional Materials that Support Student Learning	Instructional Strategies and Suggested Tools that Support Student Learning, Assessing, and Recording
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1.1.1 Understand arts concept and vocabulary: *Elements*

understand arts concept and vocabulary: <i>Elements</i>	<ul style="list-style-type: none"> • Demonstrate movement in duple and triple meters (time) 	<ul style="list-style-type: none"> • Demonstrate comprehension of rhythm in duple/triple meter (rhythm) 	<ul style="list-style-type: none"> • Analyze and interpret character development in scripted work • Analyze and interpret setting(s) in scripted work • Analyze and interpret dialogue in scripted work • Analyze and interpret action in scripted work 	<ul style="list-style-type: none"> • Use spatial devices to depict depth/distance (e.g. atmospheric perspective) • Apply color attributes to define form and space • Identify and demonstrate a use of art elements for expressive purposes 		
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*Not a new learning at this level. See P-4 matrix for additional information.

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Once introduced, skills and knowledge should receive frequent practice and extension in a range of contexts and for different purposes and audiences.

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1.1.2 Understand arts concept and Vocabulary: <i>Principles of Organization</i>						
analyze and interpret works of visual art, dance, theatre and music using arts concept and vocabulary	<ul style="list-style-type: none"> • Abstract movement through choreographic devices such as exaggeration, accumulation, retrograde, etc. 	<ul style="list-style-type: none"> • Recognize and interpret standard musical symbols and notation appropriate to music rehearsed and performed (notation) • Visually and aurally recognize and explain the form of music rehearsed and performed (form) • Identify texture in a musical composition (harmony) • Maintain an independent musical line within an ensemble (harmony) 	<ul style="list-style-type: none"> • Analyze and interpret plot of scripted works • Analyze and interpret script to develop design concept • Analyze theme of a scripted work 	<ul style="list-style-type: none"> • Identify and apply the art principles emphasis, movement, balance, proportion, repetition, and harmony and variety in creating unified compositions 		

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1.2 Develop arts skill and technique						
refine and extend art skills and techniques <ul style="list-style-type: none"> ▪ Maintain correct alignment while moving ▪ Apply feedback in order to improve overall dance work 	<ul style="list-style-type: none"> • Maintain correct alignment while moving • Apply feedback in order to improve overall dance work 	<ul style="list-style-type: none"> • Understand and apply expressive elements in music rehearsed and performed • Perform music of varying styles, genres, and historical periods • Analyze and interpret stylistic differences in selected musical genres 	<ul style="list-style-type: none"> • Refine and extend vocal work for role in a scripted performance • Refine and extend movement work for role in a scripted performance • Refine and extend emotional and sensory recall to create character in a scripted work • Refine and extend ensemble skills in a scripted work • Refine and extend focus techniques in a scripted work 	<ul style="list-style-type: none"> • Intentionally select art media for purposes of expression in two and three dimensions. • Use perceptual skills to create imagery from observation, (e.g., mixes colors from observation) • Use additive and subtractive techniques in a variety of media 		

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BENCHMARK 3 Grade 12 (a) (EALR)	A Peninsula Tenth Grade Student Will: (b) (from the Frameworks) Dance	A Peninsula Tenth Grade Student Will: (b) (from the Frameworks) Music	A Peninsula Tenth Grade Student Will: (b) (from the Frameworks) Theatre	A Peninsula Tenth Grade Student Will: (b) (from the Frameworks) Visual Arts	Instructional Materials that Support Student Learning (b)	Instructional Strategies that Support Student Learning (b)	Suggested Tools For Assessing and Recording (from the Frameworks)
1.3 Understand and apply arts styles from various artists, cultures, and times							
transfer understandings from one artistic style to a larger group of artwork							
1.4 Apply audience skills in a variety of arts settings and performances							
articulate how audience conventions and responsibilities differ according to style and culture							

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2. The student demonstrates thinking skills using artistic processes.

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2.1 Apply a creative process in the arts: <ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others 							
develop work using a creative process independently	Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 			

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2.2 Apply a performance process in the arts: <ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 							
develop work using a performance process independently	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 			

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2.3 Apply a responding process to an arts presentation: <ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and / or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 							
apply a responding process to an arts presentation independently	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 			

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3. The student communicates through the arts..

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3.1 Use the arts to express and present ideas and feelings							
express ideas and feelings through the arts in a variety of forms and styles; Articulate and justify the use of pre-existing artistic works to communicate							
3.2 Use the arts to communicate for a specific purpose							
analyze how the deliberate use of artistic elements communicates for a specific purpose							
3.3 Develop personal aesthetic criteria to communicate artistic choices							
analyze how cultural and historical perspectives influence personal aesthetic criteria							

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work...

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4.1 Demonstrate and analyze the connections among the arts disciplines							
analyze an arts presentation that integrates two or more arts disciplines							
4.2 Demonstrate and analyze the connections between the arts and other content areas							
integrate and adapt skills within the arts and other content areas							
4.3 Understand how the arts impact lifelong choices							
analyze how the arts impact economic choices							
4.4 Understand that the arts shape and reflect culture and history							
identify specific attributes of artworks that shape culture and history							
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work							
assume roles of arts careers and practices appropriate work habits and skills; analyze and interpret how arts skills and knowledge influence the world of work							

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