



# PENINSULA SCHOOL DISTRICT

## Arts Curriculum

### Fourth Grade

#### 1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

BENCHMARK 1 Grade 5  (EALR)	A Peninsula Fourth Grade Student Will: (from the Frameworks)  <b>Dance</b>	A Peninsula Fourth Grade Student Will: (from the Frameworks)  <b>Music</b>	A Peninsula Fourth Grade Student Will: (from the Frameworks)  <b>Theatre</b>	A Peninsula Fourth Grade Student Will: (from the Frameworks)  <b>Visual Arts</b>	Instructional Materials that Support Student Learning	Instructional Strategies and Suggested Tools that Support Student Learning, Assessing, and Recording (from the Frameworks)
<b>1.1.1 Understand arts concepts and vocabulary</b>						
<b>Identify and use visual art, dance, theatre, and music vocabulary and concepts</b>	<u>Elements</u>  <i>space</i> <i>time</i> <i>energy/force</i>  <ul style="list-style-type: none"> <li>• Identify and describe the elements of dance used in the dances of others</li> <li>• Demonstrate coordination crossing the center line of the body, including the grapevine pattern (locomotor and non-locomotor movement)</li> <li>• Create movement that includes positive and negative space (space)</li> <li>• Create and perform heavy and light movement (energy)</li> </ul>	<u>Elements</u>  <i>pitch</i> <i>rhythm</i> <i>expression</i> <i>(dynamics, style, tempo, phrasing)</i> <i>timbre</i>  <ul style="list-style-type: none"> <li>• Understand and use dynamic symbols (i.e., pp, p, mp, mf, f, ff) (expression)</li> <li>• Identify families of instruments by sight and sound (timbre)</li> </ul>	<u>Elements</u>  <i>pitch</i> <i>rhythm</i> <i>expression</i> <i>(dynamics, style, temp, phrasing)</i> <i>timbre</i>  <ul style="list-style-type: none"> <li>• Identify and describe <b>character(s)</b> within a scene/play</li> <li>• Identify and describe locations within the <b>setting</b> of a scene/play</li> <li>• Identify and describe probable <b>actions</b> leading to <b>conflict</b> resolution within a scene/play</li> </ul>	<u>Elements</u>  <i>line</i> <i>shape/form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>  <ul style="list-style-type: none"> <li>• Identify and use line to create texture</li> <li>• Identify and make color values: tints, shades monochromatic colors.</li> <li>• Define space using horizon/ground line, foreground, middle ground, &amp; background</li> <li>• Identify and use geometric forms (e.g., sphere, cone, cube)</li> <li>• Identify and use complementary colors</li> </ul>		

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<b>1.1.2 Understand arts concepts and vocabulary</b>						
Identify and use visual art, dance, theatre, and music vocabulary and concepts	<u>Principles of Organization</u>  <i>repetition</i> <i>form/design</i> <i>theme</i>  <ul style="list-style-type: none"> <li>• Improvise movement using the elements of dance</li> <li>• Identify the theme or main idea in the dances of others</li> </ul>	<u>Principles of Organization</u>  <i>repetition</i> <i>form/design</i> <i>theme</i>  <ul style="list-style-type: none"> <li>• Identify and write notes in the treble clef (notation)</li> <li>• Identify simple musical forms (i.e., introduction, interlude, coda, rondo) (form)</li> <li>• Create a simple melody (melody)</li> </ul>	<u>Principles of Organization</u>  <i>plot</i> <i>design</i> <i>theme</i>  <ul style="list-style-type: none"> <li>• Identify probable conflict resolutions within a scene/play</li> <li>• Identify and describe sounds in scene/play</li> <li>• Identify the main idea of a scene/play</li> </ul>	<u>Principles of Organization</u>  <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement/rhythm</i> <i>repetition/pattern</i> <i>variety</i> <i>harmony</i>  <ul style="list-style-type: none"> <li>• Identify and demonstrate symmetrical (formal), asymmetrical (informal), and radial balance in two and three dimensions</li> </ul>		

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<b>1.2 Develop arts skills and techniques</b>						
<b>Identify and use basic art skills and techniques</b>	<ul style="list-style-type: none"> <li>• Describe how dance improves strength, flexibility, and cardiovascular fitness</li> <li>• Perform sequences of movement from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and match pitch throughout a major diatonic scale</li> <li>• Create an improvisational interlude</li> <li>• Demonstrate proper technique on at least one pitched instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use specific vocal qualities (e.g., volume, diction, rate, pitch, tone) in dramatic activities</li> <li>• Select and use specific movements in dramatic activities</li> <li>• Use emotional and sensory recall to create character</li> <li>• Work within a small group to solve a dramatic problem</li> <li>• Identify focus techniques that enhance dramatic performances</li> </ul>	<ul style="list-style-type: none"> <li>• Use subtractive and additive processes</li> <li>• Control tools and processes to produce detailed imagery in a variety of media</li> </ul>		

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<b>1.3 Understand and apply arts styles from various artists, cultures, and times</b>						
<b>Identify specific</b> <b>attributes of art</b> <b>works of various</b> <b>artists, cultures,</b> <b>and times, using</b> <b>arts vocabulary</b>	<ul style="list-style-type: none"> <li>• Describe the attributes of artworks used by specific artists or cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the attributes of artworks used by specific artists or cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the attributes of artworks used by specific artists or cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the attributes of artworks used by specific artists or cultures</li> </ul>		
<b>1.4 Apply audience skills in a variety of arts settings and performances</b>						
<b>Demonstrate</b> <b>audience</b> <b>conventions in a</b> <b>variety of arts</b> <b>settings and</b> <b>performances</b>	<ul style="list-style-type: none"> <li>• Demonstrate respect for the artist</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for the artist</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for the artist</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for the artist</li> </ul>		



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**2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)**

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

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

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



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**3. The student communicates through the arts (Essential Academic Learning Requirement)**

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<b>3.1 Use the arts to express and present ideas and feelings</b>						
<b>Express ideas and feelings through the arts</b>	<ul style="list-style-type: none"> <li>Identify how ideas and feelings are expressed through the arts</li> </ul>	<ul style="list-style-type: none"> <li>Identify how ideas and feelings are expressed through the arts</li> </ul>	<ul style="list-style-type: none"> <li>Identify how ideas and feelings are expressed through the arts</li> </ul>	<ul style="list-style-type: none"> <li>Identify how ideas and feelings are expressed through the arts</li> </ul>		
<b>3.2 Use the arts to communicate for a specific purpose</b>						
<b>Create and/or perform an artwork to communicate for a given purpose with instructor direction</b>	<ul style="list-style-type: none"> <li>Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)</li> </ul>	<ul style="list-style-type: none"> <li>Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)</li> </ul>	<ul style="list-style-type: none"> <li>Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)</li> </ul>	<ul style="list-style-type: none"> <li>Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)</li> </ul>		
<b>3.3 Develop personal aesthetic criteria to communicate artistic choices</b>						
<b>Explain how personal aesthetic criteria is reflected in artwork</b>	<ul style="list-style-type: none"> <li>Recognize that aesthetic choices are influenced by culture</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that aesthetic choices are influenced by culture</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that aesthetic choices are influenced by culture</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that aesthetic choices are influenced by culture</li> </ul>		



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**4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work (Essential Academic Learning Requirement)**

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<b>4.1 Demonstrate and analyze the connections among the arts disciplines</b>						
<b>Describe skills, concepts and vocabulary common among arts disciplines</b>	<ul style="list-style-type: none"> <li>Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)</li> </ul>		
<b>4.2 Demonstrate and analyze the connections between the arts and other content areas</b>						
<b>Identify skills, concepts, and vocabulary common to the arts and other content areas</b>	<ul style="list-style-type: none"> <li>Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes)</li> </ul>	<ul style="list-style-type: none"> <li>Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes)</li> </ul>	<ul style="list-style-type: none"> <li>Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes)</li> </ul>	<ul style="list-style-type: none"> <li>Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes)</li> </ul>		
<b>4.3 Understand how the arts impact lifelong choices</b>						
<b>Analyze how the arts impact personal and community choices</b>	<ul style="list-style-type: none"> <li>Identify and analyze how the arts impact consumer choices</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyze how the arts impact consumer choices</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyze how the arts impact consumer choices</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyze how the arts impact consumer choices</li> </ul>		

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<b>4.4 Understand that the arts shape and reflect culture and history</b>						
<b>Identify specific attributes of artworks that reflect culture</b>	<ul style="list-style-type: none"> <li>• Identify general attributes of artworks from a specific culture</li> </ul>	<ul style="list-style-type: none"> <li>• Identify general attributes of artworks from a specific culture</li> </ul>	<ul style="list-style-type: none"> <li>• Identify general attributes of artworks from a specific culture</li> </ul>	<ul style="list-style-type: none"> <li>• Identify general attributes of artworks from a specific culture</li> </ul>		
<b>4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work</b>						
<b>Describe career roles in the arts Demonstrate arts skills used in the world of work</b>	<ul style="list-style-type: none"> <li>• Practice/rehearse to refine arts skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/rehearse to refine arts skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/rehearse to refine arts skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/rehearse to refine arts skills</li> </ul>		