



**PENINSULA SCHOOL DISTRICT**  
**Arts Curriculum**  
**Fifth Grade**

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

BENCHMARK 1 Grade 5  (EALR)	A Peninsula Fifth Grade Student Will: (from the Frameworks)  <b>Dance</b>	A Peninsula Fifth Grade Student Will: (from the Frameworks)  <b>Music</b>	A Peninsula Fifth Grade Student Will: (from the Frameworks)  <b>Theatre</b>	A Peninsula Fifth 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>• Perform movement which includes accent and rest (time)</li> <li>• Create and perform free and controlled movement (energy)</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 use the following musical notation: sharp, flat (notation)</li> <li>• Identify and perform simple musical forms (i.e., theme &amp; variation)</li> <li>• Aurally discriminate between major and minor</li> <li>• Identify the following musical notation: Da Capo, D.C. al Fine, Dal Segno, 1<sup>st</sup> &amp; 2<sup>nd</sup> endings, key signature &amp; slur (notation)</li> </ul>	<u>Elements</u>  <i>character</i> <i>setting</i> <i>dialogue</i> <i>conflict</i> <i>action</i>  <ul style="list-style-type: none"> <li>• Identify and describe <b>character</b> traits within a scene/play</li> <li>• Identify and describe the use of mood within the <b>setting</b> of a scene/play</li> <li>• Identify and describe the sequence of <b>actions</b> that make up the beginning middle and end of 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>• Understand and demonstrate the use of line through direction, type, and quality</li> <li>• Understand and demonstrate the relationship of 2D shapes to 3D forms</li> <li>• Use a color wheel to demonstrate color relationships</li> <li>• Recognize and demonstrate actual and simulated texture</li> <li>• Recognize and use spatial devices and concepts to create depth</li> <li>• Recognize and demonstrate a range of values</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>• Create a simple dance, combining a variety of dance elements and principles of organization (choreography)</li> </ul>	<u>Principles of Organization</u>  <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i>  <ul style="list-style-type: none"> <li>• Identify and use the following musical notation: sharp, flat, tie (notation)</li> <li>• Identify and perform simple musical forms (i.e., theme &amp; variation)</li> <li>• Aurally discriminate between major and minor</li> </ul>	<u>Principles of Organization</u>  <i>plot</i> <i>design</i> <i>theme</i>  <ul style="list-style-type: none"> <li>• Identify multiple conflict resolutions within plot in a scene/play</li> <li>• Identify and describe costume, set, props, sound as elements of design in a scene/play</li> <li>• Compare and contrast main ideas in multiple scenes/plays</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> <i>unity</i>  <ul style="list-style-type: none"> <li>• Identify and apply principles of balance, repetition, emphasis, and movement in an artwork</li> </ul>		

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<b>1.2 Develop arts skills and techniques</b>						
<b>Identify and use basic arts skills and techniques</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of warming up before dancing</li> <li>• Explain the importance of correct posture to health and movement safety</li> <li>• Perform an original dance from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune using proper posture, diction, breathing, and expression</li> <li>• Perform melodic and harmonic lines within an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use voice to communicate character</li> <li>• Identify and use movement to communicate character</li> <li>• Identify and use emotional and sensory recall to create character</li> <li>• Identify and use ensemble skills in scene/play</li> <li>• Identify and use appropriate focus techniques while participating in a scene/play</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques in observational drawing</li> <li>• Use different 2D and 3D art mediums to create textural effects</li> <li>• Combine media for visual and expressive purposes</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 arts</b> <b>vocabulary</b>						
<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>						



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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 direction</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>						
Express ideas and feelings through the arts						
<b>3.2 Use the arts to communicate for a specific purpose</b>						
Create and/or perform an artwork to communicate for a given purpose with instructor direction						
<b>3.3 Develop personal aesthetic criteria to communicate artistic choices</b>						
Explain how personal aesthetic criteria is reflected in artwork						



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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>						
Describe skills, concepts and vocabulary common among arts disciplines						
<b>4.2 Demonstrate and analyze the connections between the arts and other content areas</b>						
Identify skills, concepts, and vocabulary common to the arts and other content areas						
<b>4.3 Understand how the arts impact lifelong choices</b>						
Analyze how the arts impact personal and community choices						
<b>4.4 Understand that the arts shape and reflect culture and history</b>						
Identify specific attributes of artworks that reflect culture						
<b>4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work</b>						
Describe career roles in the arts. Demonstrate arts skills used in the world of work						