

**PENINSULA SCHOOL DISTRICT
Arts Curriculum
Sixth Grade**



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

BENCHMARK 2 Grade 8 (EALR)	A Peninsula Sixth Grade Student Will: (from the Frameworks) Dance	A Peninsula Sixth Grade Student Will: (from the Frameworks) Music	A Peninsula Sixth Grade Student Will: (from the Frameworks) Theatre	A Peninsula Sixth 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
1.1.1 Understand arts concepts and vocabulary						
<p>Explain and apply the concepts of visual art, dance, theatre, and music, using arts vocabulary</p>	<p><u>Elements</u> <i>space</i> <i>time</i> <i>energy/force</i></p> <ul style="list-style-type: none"> Demonstrate sustained and percussive movement (energy) 	<p><u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression</i> (<i>dynamics, style, tempo, phrasing</i>) <i>timbre</i></p> <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) 	<p><u>Elements</u> <i>character</i> <i>setting</i> <i>dialogue</i> <i>conflict</i> <i>action</i></p> <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 	<p><u>Elements</u> <i>line</i> <i>shape</i> <i>form</i> <i>value</i> <i>texture</i> <i>space</i> <i>color</i></p> <ul style="list-style-type: none"> Identify and mix 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 		

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1.1.2 Understand arts concepts and vocabulary						
Explain and apply the concepts of visual art, dance, theatre, and music, using arts vocabulary	<u>Principles of Organization</u> <i>repetition</i> <i>balance</i> <i>contrast</i> <i>emphasis</i> <i>variety</i> <ul style="list-style-type: none"> • Create simple dances in solo and small groupings • Create dances with a consistent theme 	<u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i> <ul style="list-style-type: none"> • 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) 	<u>Principles of Organization</u> <i>plot</i> <i>design</i> <i>theme</i> <ul style="list-style-type: none"> • 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 	<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"> • Use movement of the viewers eye within a composition • Differentiate between realistic, non-objective, and abstract works of art 		

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1.2 Develop arts skills and techniques						
Develop arts skills and techniques	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrate listening skills by correcting personal tone and volume • Improvise a melodic phrase 	<ul style="list-style-type: none"> • Integrate voice into character development • Integrate movement into character development • Identify and use emotional and sensory recall to create character in a scene/play • Demonstrate appropriate ensemble skills in a scene/play • Demonstrate focus techniques while participating in a scene/play 	<ul style="list-style-type: none"> • Understand and demonstrate gradations of value both in neutrals and in colors • Use a wide variety of media singularly and in combination 		

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Draft

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1.3 Understand and apply arts styles from various artists, cultures, and times						
Apply techniques from various artists, cultures, and/or times	<ul style="list-style-type: none"> Identify techniques from various artists, cultures, and/or times 	<ul style="list-style-type: none"> Identify techniques from various artists, cultures, and/or times 	<ul style="list-style-type: none"> Identify techniques from various artists, cultures, and/or times 	<ul style="list-style-type: none"> Identify techniques from various artists, cultures, and/or times 		
1.4 Apply audience skills in a variety of arts settings and performances						
Understand and demonstrate the relationships and interactive responsibilities of the artist/performer and audience	<ul style="list-style-type: none"> Identify how the audience and artist/performer interact 	<ul style="list-style-type: none"> Identify how the audience and artist/performer interact 	<ul style="list-style-type: none"> Identify how the audience and artist/performer interact 	<ul style="list-style-type: none"> Identify how the audience and artist/performer interact 		



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

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2.1 Apply a creative process in the arts						
<ul style="list-style-type: none"> • Develop work using a creative process with instructor assistance • 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 	<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 	<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:						
Develop work using a performance process with instructor assistance <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 	<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:						
Apply a responding process to an arts presentation with instructor assistance <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 	<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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3.1 Use the arts to express and present ideas and feelings						
Express ideas and feelings through the arts in variety of styles	<ul style="list-style-type: none"> Identify use and misuse (plagiarism) of pre-existing works to communicate 	<ul style="list-style-type: none"> Identify use and misuse (plagiarism) of pre-existing works 	<ul style="list-style-type: none"> Identify use and misuse (plagiarism) of pre-existing works 	<ul style="list-style-type: none"> Identify use and misuse (plagiarism) of pre-existing works 		
3.2 Use the arts to communicate for a specific purpose						
Create and/or perform an artwork to communicate for a selected purpose with instructor assistance	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., to record history, persuade) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., to record history, persuade) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., to record history, persuade) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., to record history, persuade) 		
3.3 Develop personal aesthetic criteria to communicate artistic choices						
Explain how aesthetic choices are influenced by culture and history	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 		



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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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4.1 Demonstrate and analyze the connections among the arts disciplines						
Compare and contrast attributes of personal art work with other arts disciplines	<ul style="list-style-type: none"> Describe arts processes that are unique to each arts discipline 	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 		
4.2 Demonstrate and analyze the connections between the arts and other content areas						
Explain relationships between the arts and other content areas	<ul style="list-style-type: none"> Demonstrate that arts concepts occur in other content areas 	<ul style="list-style-type: none"> Demonstrate that arts concepts occur in other content areas 	<ul style="list-style-type: none"> Demonstrate that arts concepts occur in other content areas 	<ul style="list-style-type: none"> Demonstrate that arts concepts occur in other content areas 		
4.3 Understand how the arts impact lifelong choices						
Analyze how the arts impact choices in natural and constructed environments	<ul style="list-style-type: none"> Analyze how the arts impact peer group choices 	<ul style="list-style-type: none"> Analyze how the arts impact peer group choices 	<ul style="list-style-type: none"> Analyze how the arts impact peer group choices 	<ul style="list-style-type: none"> Analyze how the arts impact peer group choices 		
4.4 Understand that the arts shape and reflect culture and history						
Compare and contrast specific attributes of artworks that reflect culture and history	<ul style="list-style-type: none"> Identify specific attributes of artworks that reflect culture and history 	<ul style="list-style-type: none"> Identify specific attributes of artworks that reflect culture and history 	<ul style="list-style-type: none"> Identify specific attributes of artworks that reflect culture and history 	<ul style="list-style-type: none"> Identify specific attributes of artworks that reflect culture and history 		
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work						
Describe work habits and skills needed for careers in the arts <ul style="list-style-type: none"> Explain how art skills and knowledge are used in the world of work 	<ul style="list-style-type: none"> Identify job specific skills for arts careers Demonstrate collaborative skills 	<ul style="list-style-type: none"> Identify job specific skills for arts careers Demonstrate collaborative skills 	<ul style="list-style-type: none"> Identify job specific skills for arts careers Demonstrate collaborative skills 	<ul style="list-style-type: none"> Identify job specific skills for arts careers Demonstrate collaborative skills 		