



PENINSULA SCHOOL DISTRICT
Arts Curriculum
Eighth Grade

Draft

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

BENCHMARK 2 Grade 12 (EALR)	A Peninsula Eighth Grade Student Will: (from the Frameworks) Dance	A Peninsula Eighth Grade Student Will: (from the Frameworks) Music	A Peninsula Eighth Grade Student Will: (from the Frameworks) Theatre	A Peninsula Eighth Grade Student Will: (from the Frameworks) Visual Arts	Instructional Materials that Support Student Learning	Instructional Strategies that Support Student Learning
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></p> <p><i>space</i> <i>time</i> <i>energy/force</i></p> <ul style="list-style-type: none"> Maintain a steady beat and holds the tempo in half time and double time (time) Demonstrate a range of effort actions, such as glide, float, flick, dab, punch, slash, wring, and press (energy) 	<p><u>Elements</u></p> <p><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 dotted rhythms (rhythm) Understand and use tempo markings (i.e., largo, andante, allegro, presto, ritardando, accelerando) (expression) 	<p><u>Elements</u></p> <p><i>character</i> <i>setting</i> <i>dialogue</i> <i>conflict</i> <i>action</i></p> <ul style="list-style-type: none"> Explain the concept of character development throughout a scene/play Explain the relationship of setting to character development Explain use of dialogue in a scene/play Explain the cause and effect of actions within a scene/play 	<p><u>Elements</u></p> <p><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"> Combine art elements for expressive purposes Create sculptural forms Identify and demonstrate how line and value define form and space Identify color attributes: hue, value and intensity 		

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1.1.2 Understand arts concepts and vocabulary						
<p>Explain and apply the concepts of visual art, dance, theatre, and music, using arts vocabulary</p>	<p><u>Principles of Organization</u></p> <p><i>repetition</i> <i>balance</i> <i>contrast</i> <i>emphasis</i> <i>variety</i></p> <ul style="list-style-type: none"> • Demonstrate theme and variation in choreography (form) • Create transitions to develop fluency in dance 	<p><u>Principles of Organization</u></p> <p><i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i></p> <ul style="list-style-type: none"> • Recognize and interpret musical symbols and notation appropriate to music rehearsed and performed (notation) • Recognize and interpret key signatures • Explain the circle of fifths • Visually and aurally recognize and explain the form of music rehearsed and performed (form) • Understand that melodies can be accompanied by chordal progressions (harmony) 	<p><u>Principles of Organization</u></p> <p><i>plot</i> <i>design</i> <i>theme</i></p> <ul style="list-style-type: none"> • Explain and describe use of elements of plot in a scene/play • Explain and apply elements of design to a scene/play • Explain how theme is revealed in a scene/play 	<p><u>Principles of Organization</u></p> <p><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></p> <ul style="list-style-type: none"> • Use proportion to analyze size relationships in an artwork • Use emphasis in an artwork (e.g., to create a focal point) • Create realistic, non-objective and abstract works of art • Balance forms 		

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1.2 Develop arts skills and techniques						
Develop arts skills and techniques	<ul style="list-style-type: none"> • Demonstrate the ability to reverse a simple movement combination • Demonstrate the ability to move with others through a variety of geometric formations • Understand correct alignment principles 	<ul style="list-style-type: none"> • Play and/or sing using characteristic tonal production (i.e., resonance, vowel placement) • Understand and apply expressive elements in music rehearsed and performed • Demonstrate reading and listening skills by correcting personal errors in pitch, rhythm • Perform music of varying styles and genres • Perform individually or in a small ensemble 	<ul style="list-style-type: none"> • Develop vocal work to reveal character • Develop movement work to reveal character • Develop emotional and sensory recall to create character in a scene/play work • Develop appropriate ensemble skills in a scene/play work • Develop focus techniques while participating in a scene/play work 	<ul style="list-style-type: none"> • Use spatial devices (e.g., one (1) point perspective) • Demonstrate the use of value and texture in drawing • Use exaggeration and simplification • Present work for display (e.g., centers, mounts/mats) 		

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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						
1.4 Apply audience skills in a variety of arts settings and performances						
Understand and demonstrate the relationship and interactive responsibilities of the artist/performer and audience						



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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						
<p>Develop work using a creative process with instructor assistance</p> <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 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 direction <ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard 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. The student communicates through the arts (Essential Academic Learning Requirement)

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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 styles describes use and misuse of pre-existing artistic 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						
3.3 Develop personal aesthetic criteria to communicate artistic choices						
Explain how personal aesthetic choices are influenced by culture and history						



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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						
4.2 Demonstrate and analyze the connections between the arts and other content areas						
Explain relationships between the arts and other content areas						
4.3 Understand how the arts impact lifelong choices						
Analyze how the arts impact choices in natural and constructed environments						
4.4 Understand that the arts shape and reflect culture and history						
Compare and contrast 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; Explain how art skills and knowledge are used in the world of work						