

## **GRADE 6**

# **Visual and Performing Arts Content Standards for California Public Schools**

### ***Dance Content Standards***

#### **1.0 ARTISTIC PERCEPTION**

##### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

##### *Development of Motor Skills and Technical Expertise*

- 1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.

##### *Comprehension and Analysis of Dance Elements*

- 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.
- 1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.

##### *Development of Dance Vocabulary*

- 1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.

#### **2.0 CREATIVE EXPRESSION**

##### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

##### *Creation/Invention of Dance Movement*

- 2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
- 2.2 Compare and demonstrate the difference between imitating movement and creating original material.

### *Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Describe and incorporate dance forms in dance studies.
- 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).
- 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

### *Communication of Meaning in Dance Through Dance Performance*

- 2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.
- 2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.

### *Development of Partner and Group Skills*

- 2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

#### *Development of Dance*

- 3.1 Compare and contrast features of dances already performed from different countries.

#### *History and Function of Dance*

- 3.2 Explain the importance and function of dance in students' lives.

#### *Diversity of Dance*

- 3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

### *Description, Analysis, and Criticism of Dance*

- 4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).
- 4.2 Propose ways to revise choreography according to established assessment criteria.

### *Meaning and Impact of Dance*

- 4.3 Discuss the experience of performing personal work for others.
- 4.4 Distinguish the differences between viewing live and recorded dance performances.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

### *Connections and Applications Across Disciplines*

- 5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).
- 5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).

### *Development of Life Skills and Career Competencies*

- 5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).

## ***Music Content Standards***

### **1.0 ARTISTIC PERCEPTION**

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music**

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

##### *Read and Notate Music*

- 1.1 Read, write, and perform intervals and triads.
- 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
- 1.3 Transcribe simple aural examples into rhythmic notation.
- 1.4 Sight-read simple melodies in the treble clef or bass clef.

##### *Listen to, Analyze, and Describe Music*

- 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
- 1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).

### **2.0 CREATIVE EXPRESSION**

#### **Creating, Performing, and Participating in Music**

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

##### *Music Apply Vocal and Instrumental Skills*

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
- 2.2 Sing music written in two parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).

### *Compose, Arrange, and Improvise*

- 2.4 Compose short pieces in duple and triple meters.
- 2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound.
- 2.6 Improvise simple melodies.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### **Understanding the Historical Contributions and Cultural Dimensions of Music**

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### *Role of Music*

- 3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
- 3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).

#### *Diversity of Music*

- 3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.
- 3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

## **4.0 AESTHETIC VALUING**

### **Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

#### *Analyze and Critically Assess*

- 4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

#### *Derive Meaning*

- 4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.
- 4.3 Identify aesthetic qualities in a specific musical work.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

#### *Connections and Applications*

5.1 Describe how knowledge of music connects to learning in other subject areas.

#### *Careers and Career-Related Skills*

5.2 Identify career pathways in music.

## ***Theatre Content Standards***

### **1.0 ARTISTIC PERCEPTION**

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *action/reaction*, *vocal projection*, *subtext*, *theme*, *mood*, *design*, *production values*, and *stage crew*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

### **2.0 CREATIVE EXPRESSION**

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

##### *Development of Theatrical Skills*

- 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.

##### *Creation/Invention in Theatre*

- 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.
- 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

#### **Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

##### *Role and Cultural Significance of Theatre*

3.1 Create scripts that reflect particular historical periods or cultures.

##### *History of Theatre*

3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

### **4.0 AESTHETIC VALUING**

#### **Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

##### *Critical Assessment of Theatre*

4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

##### *Derivation of Meaning from Works of Theatre*

4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

### **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

#### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

##### *Connections and Applications*

5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history–social science of how persuasion and propaganda are used in advertising.

##### *Careers and Career-Related Skills*

5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.

## ***Visual Arts Content Standards***

### **1.0 ARTISTIC PERCEPTION**

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts**

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

##### *Develop Visual Arts Knowledge and Vocabulary*

- 1.1 Identify and describe *all* the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.

##### *Analyze Art Elements and Principles of Design*

- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

### **2.0 CREATIVE EXPRESSION**

#### **Creating, Performing, and Participating in the Visual Arts**

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

##### *Skills, Processes, Materials, and Tools*

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.2 Apply the rules of two-point perspective in creating a thematic work of art.
- 2.3 Create a drawing, using varying tints, shades, and intensities.

##### *Communication and Expression Through Original Works of Art*

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
- 2.6 Use technology to create original works of art.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

#### **Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

##### *Role and Development of the Visual Arts*

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

##### *Diversity of the Visual Arts*

- 3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

### **4.0 AESTHETIC VALUING**

#### **Responding to, Analyzing, and Making Judgments About Works in the Visual Arts**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

##### *Derive Meaning*

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe ways in which their culture is being reflected in current works of art.

##### *Make Informed Judgments*

- 4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.
- 4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

#### *Connections and Applications*

- 5.1 Research how art was used in theatrical productions in the past and in the present.
- 5.2 Research how traditional characters (such as the *trickster*) found in a variety of cultures past and present are represented in illustrations.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

#### *Visual Literacy*

- 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

#### *Careers and Career-Related Skills*

- 5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.