

GRADE 8

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, Technical Expertise, and Dance Movements

- 1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/ energy in producing a wide range of dance sequences.
- 1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.
- 1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

- 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.

Development of Dance Vocabulary

- 1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy 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 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.
- 2.2 Expand and refine a personal repertoire of dance movement vocabulary.

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).
- 2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

Communication of Meaning Through Dance Performance

- 2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.
- 2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

Development of Partner and Group Skills

- 2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

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 specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.

History and Function of Dance

- 3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).

Diversity of Dance

- 3.3 Describe the roles of males and females in dance in the United States during various time periods.

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 Identify preferences for choreography and discuss those preferences, using the elements of dance.

Meaning and Impact of Dance

- 4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).
- 4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

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 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).
- 5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).

Development of Life Skills and Career Competencies

- 5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.

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 augmented and diminished intervals, minor chords, and harmonic minor progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
- 1.3 Transcribe aural examples into rhythmic and melodic notation.
- 1.4 Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).

Listen to, Analyze, and Describe Music

- 1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
- 1.6 Describe larger musical forms (e.g., symphony, tone poem).
- 1.7 Explain how musical elements are used to create specific music events in given aural examples.

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 or Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).
- 2.2 Sing music written in two, three, or four 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: 3 on a scale of 1–6).

Compose, Arrange, and Improvise

- 2.4 Compose short pieces in duple, triple, mixed, and compound meters.
- 2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/ electronic media.
- 2.6 Improvise melodic and rhythmic embellishments and variations in major keys.
- 2.7 Improvise short melodies to be performed with and without accompaniment.

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 and contrast the functions music serves and the place of musicians in society in various cultures.
- 3.2 Identify and explain the influences of various cultures on music in early United States history.
- 3.3 Explain how music has reflected social functions and changing ideas and values.

Diversity of Music

- 3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.5 Perform music from diverse genres, cultures, and time periods.
- 3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered 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 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
- 4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.

Derive Meaning

- 4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.
- 4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

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 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
- 5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

Careers and Career-Related Skills

- 5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

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 *ensemble*, *proscenium*, *thrust*, and *arena staging*, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
- 1.3 Analyze the use of figurative language and imagery in dramatic texts.

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 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.

Creation/Invention in Theatre

- 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

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 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

History of Theatre

- 3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).

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 criteria and write a formal review of a theatrical production.

Derivation of Meaning from Works of Theatre

- 4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

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 present content or concepts in other subject areas, such as creating a video on cellular mitosis.

Careers and Career-Related Skills

- 5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

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 Perceptual Skills and Visual Arts Vocabulary

1.1 Use artistic terms when describing the intent and content of works of art.

Analyze Art Elements and Principles of Design

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

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 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).

2.2 Design and create maquettes for three-dimensional sculptures.

Communication and Expression Through Original Works of Art

2.3 Create an original work of art, using film, photography, computer graphics, or video.

2.4 Design and create an expressive figurative sculpture.

2.5 Select a medium to use to communicate a theme in a series of works of art.

2.6 Design and create both additive and subtractive sculptures.

2.7 Design a work of public art appropriate to and reflecting a location.

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 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.
- 3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

Diversity of the Visual Arts

- 3.3 Identify major works of art created by women and describe the impact of those works on society at that time.
- 3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.

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 Define their own points of view and investigate the effects of their interpretation of art from cultures other than their own.
- 4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.
- 4.3 Construct an interpretation of a work of art based on the form and content of the work.

Make Informed Judgments

- 4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.
- 4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.
- 4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

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 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.
- 5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

Visual Literacy

- 5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

Careers and Career-Related Skills

- 5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.