

ARTS Power Standards in Tumwater Schools

The Minimum Students Are Given Continuous Opportunity to Learn at Each Grade Level in the Tumwater School District

ARTS	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>DANCE</p> <p>Dance needs to be recognized and credited as one of the 4 ARTS by Tumwater School District...</p>	<p>Translates simple ideas, stories & sounds/music into movement</p> <p>Moves using variety of size, direction, speed, & locomotor movements</p> <p>Demonstrates self-control & respect as performer & audience</p>	<p>Demonstrates non-loco motor axial movements (bend, twist, stretch & swing)</p> <p>Demonstrates skip & leap (loco-motor movements)</p> <p>Demonstrates movement in straight & curved pathways</p> <p>Improvises, creates & performs based on own ideas & concepts from other sources</p> <p>Observes & discusses how dance is different from other forms of human movement</p> <p>Identifies at least 3 goals to improve self as a dancer</p>	<p>Creates shapes at low, middle & high levels</p> <p>Creates a sequence with beginning, middle & end both with & without rhythmic accompaniment</p> <p>Identifies each part of a sequence</p> <p>Demonstrates partner skills: copying, leading & following, & mirroring</p> <p>Observes 2 dances: discusses similarities & differences in elements of dance by observing body shapes, levels & pathways</p> <p>Creates a dance that reveals understanding of a concept/idea from another discipline (i.e. dance & science)</p>	<p>Moves w/ accuracy to a musical beat & responds to changes in tempo</p> <p>Demonstrates kinesthetic awareness, concentration & focus in performing movement skills with awareness of energy</p> <p>Demonstrates ability to work alone & w/ partner</p> <p>Creates dance phrase that includes basic movement sequences & accurately repeats it</p> <p>Discusses interpretations of & reactions to dance</p> <p>Explains how healthy choices enhance ability</p> <p>Responds to a dance using another form</p>	<p>Observes & describes action & movement elements in brief movement study</p> <p>Improvises to discover & invent movements & to solve problems</p> <p>Creates dance phrase accurately repeats it & varies it (w/ changes in time, space and/or energy)</p> <p>Presents own dances to peers & discusses meanings with competence/confidence</p> <p>Explores, discovers & realizes multiple solutions to a given movement problem: chooses favorite solution & discusses reasons for choice</p> <p>learns and shares dance from community resource: describes cultural or historical context; answers questions competently</p> <p>Responds to a dance using another art form: explains connections between the dance & their response</p> <p>Describes how dance improves strength, flexibility & cardiovascular fitness</p>	<p>Identifies and uses dance vocabulary and concepts to create and perform free or controlled movement that includes a variety of dance elements and principles of choreography (transfer a spatial pattern from visual and rhythmic pattern, aural to kinesthetic; and demonstrations structures or forms)</p> <p>Identifies and uses basic dance skills and techniques which include warming up, health and safety and sets goals to improve</p> <p>Identifies specific attributes of dance of various artists, cultures, and times using arts vocabulary</p> <p>Demonstrates appropriate audience conventions for any performance situation</p> <p>Creates, performs, and responds to a performance individually or in groups using a creative process with instructor direction</p> <p>Creates dance to communicate for a specific purpose that expresses feelings and ideas, and explains how personal aesthetic criteria is reflected in their creation</p> <p>Describes dance skills, concepts, and vocabulary common among the arts disciplines, across other subject areas, and the world of work</p> <p>Analyze and identify how arts impact personal community choices, and how attributes of artworks reflect culture</p> <p>Describes career roles in the arts</p>	<p>Students accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions (e.g. ballet, square, Charleston, Middle Eastern, Modern)</p> <p>Students identify and clearly demonstrate a range of dynamic/movement qualities, kinesthetic awareness, concentration, and focus in performing movement skills</p> <p>Students describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary</p> <p>Students effectively demonstrate the processes of warming and chore</p> <p>Students demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight</p> <p>Students observe and explain how different accompaniment (such as sound, music, spoken text) and costuming/light can affect the meaning of dance</p> <p>Students competently perform folk and/or classical dances from various cultures: describe similarities and differences in steps and movement styles</p> <p>Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America</p> <p>Students explain strategies to prevent dance injuries</p> <p>Students create a project that reveals similarities and differences between the arts</p>	<p>Students accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions (e.g. ballet, square, Charleston, Middle Eastern, Modern)</p> <p>Students identify and clearly demonstrate a range of dynamic/movement qualities, kinesthetic awareness, concentration, and focus in performing movement skills</p> <p>Students describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary</p> <p>Students effectively demonstrate the processes of warming and chore</p> <p>Students demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight</p> <p>Students observe and explain how different accompaniment (such as sound, music, spoken text) and costuming/light can affect the meaning of dance</p> <p>Students competently perform folk and/or classical dances from various cultures: describe similarities and differences in steps and movement styles</p> <p>Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America</p> <p>Students explain strategies to prevent dance injuries</p> <p>Students create a project that reveals similarities and differences between the arts</p>	<p>Students demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery</p> <p>Students clearly demonstrate the principles of contrast and transition</p> <p>Students successfully demonstrate the structures or forms of AB, ABA, Canon, call and response, and narrative</p> <p>Students effectively demonstrate the difference between pantomime and abstracting a gesture</p> <p>Students create a movement problem and demonstrate multiple solutions: choose the most interesting solution and discuss the reasons for their choice</p> <p>Students demonstrate appropriate audience behavior in watching dance performances: discuss their opinions about the dances with their peers in a supportive and constructive way</p> <p>Students learn from resources in their own community (such as people, books, and video) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers</p> <p>Students create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes</p> <p>Students observe the same dance both live and recorded on video: compare and contrast the aesthetic impact of the two observations</p>	<p>Puts on dancin' shoes...</p>	<p>Dances in the street...</p>	<p>Dances the night away...</p>	<p>Cuts foot loose...</p>
<p>THEATRE</p> <p>MISSION STATEMENT: Integrating theatre into all curricula enriches academic learning and enhances student engagement in the learning process.</p>	<p>Identifies setting, character, action, main events, costumes, properties/props, the 5 senses</p> <p>Demonstrates self-control</p> <p>Imitates vocal sounds and movement</p> <p>Understands feelings can be expressed through dramatic activities</p>	<p>Identifies character (main & minor), setting (time & place), main action, beginning/middle/end of story, feelings expressed</p> <p>Describes costumes, props, feelings</p> <p>Demonstrates rhythmic language patterns (nursery rhymes), how to focus attention, & imitation of character movements</p>	<p>Identifies character (main & minor), setting (time & place), action (main & minor), costumes & props within a story</p> <p>Demonstrates an understanding of different voice volumes, character movements based on feelings, improvised dramatic situation, retelling the plot from a story & active listening/viewing (audience) skills</p>	<p>Identifies character traits & main character, differences between real & fantasy, settings sequence & actions in a story, conflict & resolution, sounds used to communicate settings & characters</p> <p>Demonstrates articulation, pronunciation, movement & appropriate feelings to create characters,</p> <p>Works with partners to solve dramatic problems</p>	<p>Identifies characters, locations, actions leading to conflict, conflict resolutions, sounds & main idea</p> <p>Demonstrates vocal qualities (volume, diction, rate, pitch, tone), use of appropriate movements, emotional & sensory recall to create characters</p>	<p>Identifies/Describes character traits, use of mood within setting, beginning/middle & end, multiple conflict resolutions, costume, set, props, sound as design element, main ideas in multiple scenes</p> <p>Demonstrates voice, movement, & emotional-sensory recall to communicate character, focus techniques, taking instructor's direction</p>	<p>Identifies/Describes changes within a character, relationship of setting to character, use of dialogue, sequence of actions connected to conflict & resolution, elements of plot, elements of design (light, sound, costume, props...), similar themes</p> <p>Integrates voice & movement into character development</p> <p>Demonstrates ensemble skills, focus techniques, ability to communicate a purpose</p>	<p>Identifies/Describes changes within a character, relationship of setting to character, use of dialogue, sequence of actions connected to conflict & resolution, elements of plot, elements of design (light, sound, costume, props...), similar themes</p> <p>Integrates voice & movement into character development</p> <p>Demonstrates ensemble skills, focus techniques, ability to communicate a purpose</p>	<p>Explains concept of character development, relationship of setting to character, use of dialogue, cause & effect of actions, use of elements of plot, elements of design, how theme is revealed</p> <p>Develops vocal work, movement and emotion/sensory recall to reveal character, appropriate ensemble skills, focus techniques</p> <p>Demonstrates ability to create/perform with instructor assistance</p>	<p>Analyzes/Interprets character development, setting, dialogue, action, conflict, plot & theme</p> <p>Develops design concepts from scripted works for performances</p> <p>Refines/Extends vocal work, movement work, emotional/sensory recall to create character, ensemble skills & focus techniques</p> <p>Analyzes/Evaluates performances</p> <p>Connects with other academics, cultures, history, work, life, etc.</p>	<p>Analyzes/Interprets character development, setting, dialogue, action, conflict, plot & theme</p> <p>Develops design concepts from scripted works for performances</p> <p>Refines/Extends vocal work, movement work, emotional/sensory recall to create character, ensemble skills & focus techniques</p> <p>Analyzes/Evaluates performances</p> <p>Connects with other academics, cultures, history, work, life, etc.</p>	<p>Analyzes/Interprets character development, setting, dialogue, action, conflict, plot & theme</p> <p>Develops design concepts from scripted works for performances</p> <p>Refines/Extends vocal work, movement work, emotional/sensory recall to create character, ensemble skills & focus techniques</p> <p>Analyzes/Evaluates performances</p> <p>Connects with other academics, cultures, history, work, life, etc.</p>	<p>Analyzes/Interprets character development, setting, dialogue, action, conflict, plot & theme</p> <p>Develops design concepts from scripted works for performances</p> <p>Refines/Extends vocal work, movement work, emotional/sensory recall to create character, ensemble skills & focus techniques</p> <p>Analyzes/Evaluates performances</p> <p>Connects with other academics, cultures, history, work, life, etc.</p>
<p>MUSIC</p> <p>CHALLENGES: Less and less time to do more and more... Disparity between schools and sites...</p>	<p>Recognizes same & different patterns</p> <p>Moves to and demonstrates steady beat</p> <p>Sings songs</p> <p>Speaks chants</p>	<p>Sings & matches pitch</p> <p>Echoes melodic & rhythmic phrases accurately</p> <p>Applies previously learned concepts through a creative process</p>	<p>Recognizes rhythms including quarter notes, rests, & paired eighths</p> <p>Identifies steps, leaps and repeated notes on a staff</p> <p>Recognizes that ideas & feelings can be expressed through the arts</p>	<p>Identifies rhythms including half notes, whole notes & rests</p> <p>Identifies & performs simple musical forms (introduction, interlude, coda, rondo...)</p> <p>Identifies musical notation (barline, measure, time signature, fermata, repeat sign...)</p>	<p>Reads, writes & creates using rhythms including quarter notes, paired eighths, half notes, whole notes & rests</p> <p>Improvises a melodic phrase</p> <p>Demonstrates proper technique on at least one pitched instrument and voice as well</p> <p>Sings & matches pitch through a major diatonic scale</p>	<p>Identifies & uses more advanced musical notation (sharp, flat, tie, slur, sixteenth & syncopated rhythm)</p> <p>Performs melodic & harmonic lines within an ensemble</p> <p>Applies previously learned arts concepts, vocabulary, skills & techniques through creative & performance processes</p>	<p>Reads, writes & creates using rhythms including whole – 16th notes & rests</p> <p>Recognizes quality of sound</p> <p>Understands that steps, leaps & repeated notes create a melody</p> <p>Demonstrates listening skills by correcting personal tone & volume</p>	<p>Reads, writes & creates using rhythms incl. whole – 16th notes & rests</p> <p>Improvises a melodic phrase</p> <p>Understands that steps & leaps create intervals</p> <p>Demonstrates listening skills by correcting personal tone & volume</p>	<p>Demonstrates reading & listening skills by correcting personal errors in pitch & rhythm</p> <p>Produces a quality tone that is characteristic to their instrument or voice</p> <p>Understands musical vocabulary & symbols (i.e. tempo markings)</p> <p>Applies a performance process in the arts</p>	<p>Maintains an independent musical line within an ensemble</p> <p>Applies previously learned arts concepts, vocabulary skills & techniques using an evaluative process (self & group)</p> <p>Identifies characteristics of major musical periods in history</p>	<p>Maintains an independent musical line within an ensemble</p> <p>Applies previously learned arts concepts, vocabulary skills & techniques using an evaluative process (self & group)</p> <p>Identifies characteristics of major musical periods in history</p>	<p>Supports & defends aesthetic judgments using appropriate music terminology</p> <p>Exhibits performance proficiency at appropriate rigor</p>	<p>Supports & defends aesthetic judgments using appropriate music terminology</p> <p>Exhibits performance proficiency at appropriate rigor</p>
<p>VISUAL ARTS</p> <p>Elements of Design Principles of Design Art History & Historical Styles Development of Personal Style & Aesthetic Appreciation & Care for Tools & Media</p>	<p>Plays with line, texture, color, & shape (organic & geometric)</p> <p>Uses art tools/concepts safely & appropriately</p> <p>Expresses ideas and opinions with visual media & concepts</p> <p>Identifies examples of the Arts in community</p> <p>Draws from observation</p>	<p>Uses line direction with purpose</p> <p>Uses organic & geometric shapes with purpose</p> <p>Mixes primary colors</p> <p>Creates pattern from repetition</p> <p>Creates and interprets use of storyboard</p>	<p>Creates varieties of line with purpose</p> <p>Uses shapes to create spatial depth (overlap, relative size, horizon & perspective, etc.)</p> <p>Creates own secondary and tertiary colors</p> <p>Presents work with explanation of use of design elements</p>	<p>Creates own tints, shades and intensities</p> <p>Draws from observation</p> <p>Uses additive and subtractive techniques (sculpture, collage, assemblage)</p>	<p>Uses symmetrical balance in 2- and 3-dimensional work</p> <p>Uses line to create illusionary texture</p> <p>Mixes color values/tones (tints & shades)</p> <p>Identifies complementary colors</p>	<p>Uses complementary color harmonies</p> <p>Uses spatial devices: different points of view and linear one-point perspective</p> <p>Distinguishes shape & form</p> <p>Identifies other artists' use of balance, emphasis, repetition and movement</p>	<p>Identifies & mixes complementary colors to form neutrals</p> <p>Identifies & uses warm/cool colors to advance/recede space</p> <p>Uses position of viewer's eye within a composition</p> <p>Differentiates between realism, non-objectivity & abstraction</p> <p>Creates neutral & color value gradations</p> <p>Presents/displays work to an audience</p>	<p>Identifies & mixes complementary colors to form neutrals</p> <p>Identifies & uses warm/cool colors to advance/recede space</p> <p>Uses position of viewer's eye within a composition</p> <p>Differentiates between realism, non-objectivity & abstraction</p> <p>Creates neutral & color value gradations</p> <p>Presents/displays work to an audience</p>	<p>Creates sculptural 3-D forms</p> <p>Demonstrates how line & value can define form & space</p> <p>Identifies color values & intensities</p> <p>Uses the principal of emphasis in an artwork to create a focal point</p> <p>Uses spatial devices (perspective, overlap, size, atmosphere, etc.)</p> <p>Presents/displays work to an audience</p>	<p>Uses color relationships to make design choices</p> <p>Uses color to define form & space</p> <p>Works from direct observation (draw/paint)</p> <p>Applies proportional conventions to subjects</p> <p>Uses positive & negative space equally</p> <p>Applies an all-over approach to work</p> <p>Applies previously learned skills to a creative, performance, & responding process</p>	<p>Uses color relationships to make design choices</p> <p>Uses color to define form & space</p> <p>Works from direct observation (draw/paint)</p> <p>Applies proportional conventions to subjects</p> <p>Uses positive & negative space equally</p> <p>Applies an all-over approach to work</p> <p>Applies previously learned skills to a creative, performance, & responding process</p>	<p>Works both realistically and expressively</p> <p>Creates unified works</p> <p>Creates original works</p> <p>Gives informed presentations</p> <p>Makes, supports & defends artistic choices</p> <p>Integrates & adapts skills to life & interests</p>	<p>Works both realistically and expressively</p> <p>Creates unified works</p> <p>Creates original works</p> <p>Gives informed presentations</p> <p>Makes, supports & defends artistic choices</p> <p>Integrates & adapts skills to life & interests</p>

