

Grade 8 Visual and Performing Arts

A. Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify and describe the dance terms of *time*, *composition*, and *style/tradition*.

- a. Identify and describe *time*: complex meters.
- b. Identify and describe *composition*: phrasing.
- c. Identify and describe *style/tradition*: specific dances students learn from different cultures and/or their own.

A2 Space

Students apply *space* concepts in a repeatable movement phrase.

A3 Time

Students move to complex rhythm patterns and syncopation.

A4 Energy

Students explain and incorporate bound/free, tension/relaxation, indirect/direct movements to show differences in energy qualities.

A5 Locomotor and Non-Locomotor Movement

Students combine and demonstrate the technical skills of *skeletal alignment*, strength, agility, and coordination.

A6 Compositional Forms

A. Students replicate a *dance phrase*.

B. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Music Difficulty

Students accurately perform music that includes changes of tempo, key, and *meter* in modest ranges with moderate technical demands, modeling proper posture and *technique*, alone or with others.

A2 Notation and Terminology

Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.

- a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.
- b. Read simple melodies in both the treble and bass clefs.
- c. Apply notation symbols for pitch, rhythm, *dynamics*, tempo, *articulation*, and expression.

A3 Listening and Describing

Students listen to and compare elements of music, including pitch, rhythm, tempo, *dynamics*, *form*, *timbre*, texture, harmony, style, and *compound meter*.

A. Disciplinary Literacy – Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify and explain theatre terms and concepts including *stage business*, *ad-libbing*, *conflict*, *action/reaction*, *focus*, and *stage directions*.

A2 Production

Students describe and participate in a performance from pre-show through *strike*.

- a. Identify and explain the roles of production staff.
- b. Design and select props, costumes and stage pieces, and use them appropriately and safely.
- c. Build scenic elements or props to fit production design.
- d. Experiment with lighting, sound, and costume in scene development.
- e. Direct or stage-manage a scene.
- f. Describe basic technical needs for a theatre production, including lights, sound, props, makeup, and costumes.

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Students describe and participate in a performance from pre-show through *strike*.

- g. Identify and explain the roles of production staff.
- h. Design and select props, costumes and stage pieces, and use them appropriately and safely.
- i. Build scenic elements or props to fit production design.
- j. Experiment with lighting, sound, and costume in scene development.
- k. Direct or stage-manage a scene.
- l. Describe basic technical needs for a theatre production, including lights, sound, props, makeup, and costumes.

A2 Elements of Art and Principles of Design

Students compare features of *composition* both within an art work and among art works.

- a. Compare *Elements of Art*: color, form, line, shape, space, texture, and value.
- b. Compare *Principles of Design* including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

A3 Media, Tools, Techniques, and Processes

Students explain the effects of *media* and their associated *tools, techniques, and processes*, using *elements, principles, and expressive qualities in art forms and genres*.

B. Creation, Performance, and Expression – Dance: Students create, perform, and express ideas through the art discipline.

B1 Communication

Students use movement to express and communicate a story, a piece of music, an artwork, or an emotion.

B2 Sequencing

Students create and develop dance sequences.

- a. Create and develop dance sequences based on personal ideas or *concepts* from other sources.
- b. Reproduce a more complex or pre-existing choreographed movement sequence as a solo or in a small group.

B3 Solving Challenges

Students use improvisation to discover and invent movement sequences and solve *movement challenges* with one or more partners.

B4 Technical Aspects

Students identify and select light, costume, or sound changes to enhance a *dance phrase*..

C. Creation, Performance, and Expression – Music: Students create, perform, and express through the art discipline.

B1 Style/Genre

Students perform music of various styles and *genres* that includes changes of tempo, key, and *meter* in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and *technique*; musical notation; symbols; and terminology.

B2 Composition

Students compare musical ideas expressed in their own *compositions* or the *compositions* of others.

B. Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.

B1 Movement

Students apply gesture, movement, and *stage business* in the portrayal of a role.

B2 Character

Students demonstrate development of a character's attitude and point of view by adjusting voice timing and tone/level and using *non-verbal techniques*.

B3 Improvisation

Students improvise through theatre games by using *blocking*, relationships, props, and movement.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Students choose suitable *media, tools, techniques*, and *processes* to create original art works.

B2 Composition Skills

Students use *Elements of Art* and *Principles of Design* to create original art works that demonstrate different *styles* in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other *media* and visual *art forms*.

B3 Making Meaning

Students create art works that communicate an individual point of view.

- a. Demonstrate skills in the use of *media, tools, techniques*, and *processes*.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

B4 Exhibition

Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

- c. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Students describe and apply creative-thinking skills that are part of the *creative problem-solving* process.

- a. *Fluency*
- b. *Flexibility*
- c. *Elaboration*
- d. *Originality*
- e. *Analysis*

- D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Students compare and analyze *art forms*.

- a. Compare and analyze *art forms* by applying grade span appropriate *concepts*, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Compare the quality and effectiveness of art works using multiple criteria from observations, *print and/or non-print resources*.
- c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.

d. Explain and compare different purposes of artists and art work in the context of time and place.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Students compare products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines

Students explain skills and concepts that are similar across disciplines.

E3 Goal-Setting

Students set goals related to *time management*, interpersonal interactions, or skill development that will lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Students explain the impact of artistic and career choices on self, others, and the natural and *man-made environment*.

E5 Interpersonal Skills

Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior