

# Grades 9, 10, 11, 12

Adopted 2002

## Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

- A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements
    - Dance: energy/force, space, time
    - Music: duration, intensity, pitch, timbre
    - Theatre: scenario, script/text, set design
    - Visual Arts: color, form/shape, line, space, texture, value
  - Principles
    - Dance: choreography, form, genre, improvisation, style, technique
    - Music: composition, form, genre, harmony, rhythm, texture
    - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
    - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony
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- B.** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Dance: move, perform, read and notate dance, create and choreograph, improvise
  - Music: sing, play an instrument, read and notate music, compose and arrange, improvise
  - Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
  - Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media
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- C.** Integrate and apply advanced vocabulary to the arts forms.
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- D.** Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
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- E.** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
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- F.** Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
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- G.** Analyze the effect of rehearsal and practice sessions.

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**H.** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.
- Evaluate issues of cleanliness related to the arts.
- Evaluate the use and applications of mechanical/electrical equipment.
- Evaluate differences among selected physical space/environment.
- Evaluate the use and applications of safe props/stage equipment.
- Evaluate the use and apply safe methods for storing materials in the arts.

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**I.** Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

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**J.** Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).

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**K.** Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

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## Historical and Cultural Contexts

**A.** Explain the historical, cultural and social context of an individual work in the arts.

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**B.** Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

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**C.** Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

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**D.** Analyze a work of art from its historical and cultural perspective.

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**E.** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

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**F.** Know and apply appropriate vocabulary used between social studies and the arts and humanities.

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**G.** Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

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**H.** Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

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- I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
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- J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
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- K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
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- L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
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### Critical Response

- A. Explain and apply the critical examination processes of works in the arts and humanities.
    - Compare and contrast
    - Analyze
    - Interpret
    - Form and test hypotheses
    - Evaluate/form judgments
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- B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair).
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- C. Apply systems of classification for interpreting works in the arts and forming a critical response.
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- D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
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- E. Examine and evaluate various types of critical analysis of works in the arts and humanities.
    - Contextual criticism
    - Formal criticism
    - Intuitive criticism
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- F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
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- G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
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### Aesthetic Response

- A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
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- B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

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- C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).**
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- D. Analyze and interpret a philosophical position identified in works in the arts and humanities.**