

K-8

Fine Arts Curriculum Framework

Revised 2008

K-8 Fine Arts Curriculum Framework

Strand	Content Standard
Music	
1. Skills and Techniques	Students shall demonstrate and apply the essential skills and techniques to produce music.
2. Creative Expression	Students shall demonstrate creative expression through music.
3. Critical Analysis	Students shall listen to, analyze, describe, and evaluate a variety of music.
4. Connections	Students shall demonstrate and apply knowledge of connections between music and other disciplines.
Visual Art	
5. Foundations	Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.
6. Creative Processes	Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop <i>expressive</i> works of art and design.
7. Reflections and Responses	Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Sing	<p>M.1.K.1</p> <p>Sing a variety of simple songs alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • fast and slow • high and low <i>pitch</i> • loud and soft 	<p>M.1.1.1</p> <p>Sing a variety of simple songs alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • quarter <i>notes</i>, quarter <i>rests</i>, and paired eighth <i>notes</i> • fast and slow • <i>melodic patterns</i> (e.g., sol-mi/5-3, sol-mi-la/5-3-6) • <i>dynamic levels</i>—<i>forte</i> (<i>f</i>) and <i>piano</i> (<i>p</i>) • <i>duple</i> and <i>triple meter</i> • <i>cumulative songs</i> 	<p>M.1.2.1</p> <p>Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • half <i>notes</i> and half <i>rests</i> • fast and slow • more complex <i>melodic patterns</i> (sol-mi-la-do/5-3-6-1, <i>steps</i>, <i>skips</i>, <i>repeating tones</i>) • <i>dynamic levels</i>—<i>forte</i> (<i>f</i>) and <i>piano</i> (<i>p</i>) • <i>duple</i> and <i>triple meter</i> • <i>call and response</i> 	<p>M.1.3.1</p> <p>Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • dotted half <i>notes</i> • variety of <i>tempi</i> (e.g., <i>allegro</i>, <i>adagio</i>) • more complex <i>melodic patterns</i> (e.g., <i>pentatonic</i> and <i>major scales</i>, <i>steps</i>, <i>skips</i>, <i>leaps</i>, <i>repeating tones</i>) • change in <i>dynamic levels</i>—<i>crescendo</i> and <i>decrescendo</i> • <i>duple</i> and <i>triple meter</i> • <i>rounds</i> 	<p>M.1.4.1</p> <p>Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • whole <i>notes</i>, whole <i>rests</i>, four sixteenth <i>notes</i>, and <i> triplets</i> • variety of <i>tempi</i> changes (e.g., <i>accelerando</i>, <i>ritardando</i>) • more complex <i>melodic patterns</i> (e.g., <i>pentatonic</i>, <i>major</i>, and <i>minor scales</i>) • variety of <i>dynamic levels</i> [e.g., <i>pianissimo</i> (<i>pp</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>fortissimo</i> (<i>ff</i>)] • <i>duple</i> and <i>triple meter</i> • <i>partner songs</i>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Play	<p>M.1.K.2 Play a variety of simple songs alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • fast and slow • high and low <i>pitch</i> • loud and soft 	<p>M.1.1.2 Play a variety of simple songs alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • quarter <i>notes</i>, quarter <i>rests</i>, and paired eighth <i>notes</i> • fast and slow • <i>melodic patterns</i> (e.g., sol-mi/5-3, sol-mi-la/5-3-6) • <i>dynamic levels</i>—<i>forte (f)</i> and <i>piano (p)</i> • <i>duple</i> and <i>triple meter</i> 	<p>M.1.2.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • half <i>notes</i> and half <i>rests</i> • fast and slow • more complex <i>melodic patterns</i> (e.g., sol-mi-la-do/5-3-6-1, <i>steps</i>, <i>skips</i>, repeating <i>tones</i>) • <i>dynamic levels</i>—<i>forte (f)</i> and <i>piano (p)</i> • <i>duple</i> and <i>triple meter</i> • <i>call and response</i> 	<p>M.1.3.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • dotted half <i>notes</i> • variety of <i>tempi</i> (e.g., <i>allegro</i>, <i>adagio</i>) • more complex <i>melodic patterns</i> (e.g., <i>pentatonic scale</i>, <i>steps</i>, <i>skips</i>, <i>leaps</i>, repeating <i>tones</i>) • change in <i>dynamic levels</i>—<i>crescendo</i> and <i>decrescendo</i> • <i>duple</i> and <i>triple meter</i> 	<p>M.1.4.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • whole <i>notes</i> and whole <i>rests</i>, four sixteenth <i>notes</i>, and <i>triplets</i> • variety of <i>tempi</i> changes (e.g., <i>accelerando</i>, <i>ritardando</i>) • more complex <i>melodic patterns</i> • variety of <i>dynamic levels</i> [e.g., <i>pianissimo (pp)</i>, <i>mezzo piano (mp)</i>, <i>mezzo forte (mf)</i>, <i>fortissimo (ff)</i>] • <i>duple</i> and <i>triple meter</i>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Techniques	<p>M.1.K.3 Use correct techniques</p> <ul style="list-style-type: none"> speaking, singing, whispering, and calling voices found sounds body percussion classroom instruments 	<p>M.1.1.3 Use correct techniques</p> <ul style="list-style-type: none"> vocal exploration found sounds body percussion classroom instruments 	<p>M.1.2.3 Demonstrate correct techniques</p> <ul style="list-style-type: none"> vocal exploration found sounds body percussion classroom instruments posture—vocal and instrumental 	<p>M.1.3.3 Demonstrate correct techniques</p> <ul style="list-style-type: none"> vocal exploration found sounds body percussion classroom instruments posture—vocal and instrumental breathing phrasing 	<p>M.1.4.3 Demonstrate correct techniques</p> <ul style="list-style-type: none"> vocal exploration found sounds body percussion classroom instruments posture—vocal and instrumental breathing phrasing articulation performance skills
	<p>M.1.K.4 Identify the role of a conductor</p>	<p>M.1.1.4 Recognize cues from a conductor</p>	<p>M.1.2.4 Respond to simple conducting patterns</p>	<p>M.1.3.4 Respond to simple conducting patterns</p>	<p>M.1.4.4 Demonstrate and respond to simple conducting patterns</p>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Read	<p>M.1.K.5 Read using <i>icons</i></p> <ul style="list-style-type: none"> • steady <i>beat</i> • sound and silence 	<p>M.1.1.5 Read</p> <ul style="list-style-type: none"> • quarter <i>notes</i>, quarter <i>rests</i>, and paired eighth <i>notes</i> • simple <i>melodic patterns</i> (e.g., sol-mi/ 5-3) • <i>dynamic</i> levels—<i>forte</i> (<i>f</i>) and <i>piano</i> (<i>p</i>) 	<p>M.1.2.5 Read</p> <ul style="list-style-type: none"> • half <i>notes</i> and half <i>rests</i> • <i>melodic patterns</i> (e.g., sol-mi-la/5-3-6, <i>steps</i>, <i>skips</i>, repeating <i>tones</i>) • <i>dynamic</i> levels—<i>forte</i> (<i>f</i>) and <i>piano</i> (<i>p</i>) 	<p>M.1.3.5 Read</p> <ul style="list-style-type: none"> • dotted half <i>notes</i> • variety of <i>tempi</i> (e.g., <i>allegro</i>, <i>adagio</i>) • more complex <i>melodic patterns</i> (e.g., sol-mi-la-do-re/5-3-6-1-2, <i>steps</i>, <i>skips</i>, <i>leaps</i>, repeating <i>tones</i>) • change in <i>dynamic</i> levels—<i>crescendo</i> and <i>decrescendo</i> • <i>duple</i> and <i>triple meter</i> 	<p>M.1.4.5 Read</p> <ul style="list-style-type: none"> • whole <i>notes</i>, whole <i>rests</i>, four sixteenth <i>notes</i>, and <i>triplets</i> • variety of <i>tempi</i> changes (e.g., <i>accelerando</i>, <i>ritardando</i>) • more complex <i>melodic patterns</i> (e.g., sol-mi-la-do-re/5-3-6-1-2, <i>steps</i>, <i>skips</i>, <i>leaps</i>, repeating <i>tones</i>) • variety of <i>dynamic</i> levels [e.g., <i>pianissimo</i> (<i>pp</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>fortissimo</i> (<i>ff</i>)] • <i>duple</i> and <i>triple meter</i>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Read	M.1.K.6 Identify <i>icons</i> for high and low sounds	M.1.1.6 Distinguish between a <i>note</i> on a line and a <i>note</i> in a space (e.g., <i>two-line staff</i>)	M.1.2.6 Recognize <ul style="list-style-type: none"> • lines and spaces • <i>staff</i> • <i>treble clef</i> M.1.2.7 Identify <i>symbols</i> and terms <ul style="list-style-type: none"> • <i>repeat sign</i> • <i>treble clef</i> • <i>bar line</i> and <i>double bar line</i> • <i>fermata</i> 	M.1.3.6 Name the lines and spaces of the <i>treble clef</i> M.1.3.7 Identify <i>symbols</i> and terms <ul style="list-style-type: none"> • <i>time signature</i> • <i>first and second endings</i> 	M.1.4.6 Name the lines and spaces of the <i>bass clef</i> M.1.4.7 Identify <i>symbols</i> and terms <ul style="list-style-type: none"> • <i>bass clef</i> • <i>da capo (D.C.)</i> • <i>dal segno (D.S.)</i> • <i>Coda</i>
Notate	M.1.K.7 Notate using <i>icons</i> <ul style="list-style-type: none"> • <i>steady beat</i> • sound and silence 	M.1.1.7 Notate <ul style="list-style-type: none"> • quarter <i>notes</i>, quarter <i>rests</i>, and paired eighth <i>notes</i> 	M.1.2.8 Notate <ul style="list-style-type: none"> • half <i>notes</i> and half <i>rests</i> • <i>dynamic</i> levels—<i>forte (f)</i> and <i>piano (p)</i> 	M.1.3.8 Notate <ul style="list-style-type: none"> • dotted half <i>notes</i> • change in <i>dynamic</i> levels—<i>crescendo</i> and <i>decrescendo</i> • <i>bar line</i> and <i>double bar line</i> • <i>repeat sign</i> • <i>treble clef</i> 	M.1.4.8 Notate <ul style="list-style-type: none"> • whole <i>notes</i> and whole <i>rests</i>, four sixteenth <i>notes</i>, and <i>triplets</i> • <i>duple</i> and <i>triple meter</i> • <i>time signature</i> • <i>bass clef</i>

Strand: Music

Content Standard 2: Creative Expression

Students shall demonstrate creative expression through music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Improvise</i>	M.2.K.1 <i>Improvise short melodic and rhythmic patterns</i>	M.2.1.1 <i>Improvise simple melodic and rhythmic patterns (e.g., pentatonic scale, four beat patterns, chants)</i>	M.2.2.1 <i>Improvise melodic and rhythmic patterns (e.g., call and response)</i>	M.2.3.1 <i>Improvise more complex melodic and rhythmic patterns (e.g., ostinati)</i>	M.2.4.1 <i>Improvise more complex melodic and rhythmic patterns (e.g., question and answer)</i>
<i>Compose</i>	M.2.K.2 Create sound effects for songs, poems, and/or stories (e.g., <i>found sounds, body percussion</i> , traditional instruments, electronic keyboards, online sound libraries)	M.2.1.2 Create short <i>rhythmic patterns</i>	M.2.2.2 <i>Compose short rhythmic patterns</i>	M.2.3.2 <i>Compose short melodic patterns</i>	M.2.4.2 <i>Compose melodic and rhythmic patterns using musical expression</i>
<i>Movement</i>	M.2.K.3 Respond to music through movement (e.g., gross motor movement, freestyle)	M.2.1.3 Respond to music through movement (e.g., line and circle games, <i>body percussion</i>)	M.2.2.3 Respond to music through movement (e.g., <i>duple meter, triple meter</i> , musical games)	M.2.3.3 Respond to music through movement (e.g., create movement to tell a story, <i>play parties</i>)	M.2.4.3 Respond to music through movement (e.g., folk and square dances, choreograph a song)

Strand: Music

Content Standard 3: Critical Analysis

Students shall listen to, analyze, describe, and evaluate a variety of music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Listen/Analyze	M.3.K.1 Investigate sounds <ul style="list-style-type: none"> • <i>environmental sounds</i> • voices • <i>classroom instruments</i> 	M.3.1.1 Identify musical sounds <ul style="list-style-type: none"> • vocal and instrumental • accompanied and unaccompanied • <i>solo</i> and group 	M.3.2.1 Identify musical <i>timbre</i> <ul style="list-style-type: none"> • individual instruments • male and female • children’s voices 	M.3.3.1 Identify musical <i>timbre</i> <ul style="list-style-type: none"> • electronic sounds • individual instruments 	M.3.4.1 Identify musical instruments by sight and sound <ul style="list-style-type: none"> • string • brass • woodwind • percussion • electronic
	M.3.K.2 Recognize musical <i>form</i> <ul style="list-style-type: none"> • same or different 	M.3.1.2 Recognize musical <i>form</i> <ul style="list-style-type: none"> • patterns • <i>phrase</i> 	M.3.2.2 Recognize musical <i>form</i> <ul style="list-style-type: none"> • <i>verse</i> and <i>refrain</i> • <i>AB</i> • <i>call and response</i> 	M.3.3.2 Recognize musical <i>form</i> <ul style="list-style-type: none"> • <i>ABA</i> 	M.3.4.2 Recognize musical <i>form</i> <ul style="list-style-type: none"> • <i>rondo</i>
	M.3.K.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer	M.3.1.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer	M.3.2.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer	M.3.3.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer	M.3.4.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer
Evaluate	M.3.K.4 Identify personal responses to a musical example (e.g., happy, sad)	M.3.1.4 Illustrate personal responses to a musical example	M.3.2.4 Discuss a musical example using applicable musical terms [e.g., fast, slow, <i>piano</i> (<i>p</i>), <i>forte</i> (<i>f</i>)]	M.3.3.4 Describe a musical example using applicable musical elements	M.3.4.4 Evaluate music using a teacher-generated rubric

Strand: Music

Content Standard 4: Connections

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Historical/Cultural	<p>M.4.K.1 Respond to music from various cultures, historical periods, and/or events (e.g., lullabies, nursery rhymes, celebration and holiday songs)</p> <ul style="list-style-type: none"> • <i>listening</i> • singing • moving • playing 	<p>M.4.1.1 Respond to music from various cultures, historical periods, and/or events (e.g., <i>marches</i>, nursery rhymes, chants, celebration and holiday songs)</p> <ul style="list-style-type: none"> • <i>listening</i> • singing • moving • playing 	<p>M.4.2.1 Respond to music from various cultures, historical periods, and/or events (e.g., <i>folk music</i> from around the world)</p> <ul style="list-style-type: none"> • <i>listening</i> • singing • moving • playing 	<p>M.4.3.1 Respond to music from various cultures, historical periods, and/or events (e.g., <i>folk music</i> from around the world, patriotic songs)</p> <ul style="list-style-type: none"> • <i>listening</i> • singing • moving • playing 	<p>M.4.4.1 Respond to music from various cultures, historical periods, and/or events (e.g., <i>folk music</i>, spirituals, patriotic songs, Arkansas songs)</p> <ul style="list-style-type: none"> • <i>listening</i> • singing • moving • playing
	<p>M.4.K.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts (e.g., visual art) • between music and disciplines outside the arts (e.g., children’s literature) 	<p>M.4.1.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts • between music and disciplines outside the arts 	<p>M.4.2.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts • between music and disciplines outside the arts 	<p>M.4.3.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts • between music and disciplines outside the arts 	<p>M.4.4.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts • between music and disciplines outside the arts

Strand: Visual Art

Standard 5: Foundations

Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Elements of Art</i>	VA.5.K.1 Investigate <i>lines</i>	VA.5.1.1 Recognize various <i>lines</i>	VA.5.2.1 Categorize <i>line</i> types (e.g., vertical, horizontal, diagonal, zigzag, curved)	VA.5.3.1 Describe ways <i>line</i> combinations are used to communicate (e.g., <i>line</i> variations as in thick, thin, dashed, broken, rough, smooth)	VA.5.4.1 Discover <i>line</i> concepts and combinations (e.g., <i>implied, contour, textural, gesture, parallel, perpendicular</i>)
	VA.5.K.2 Investigate basic <i>shapes</i> (e.g., circle, square, triangle)	VA.5.1.2 Recognize basic <i>shapes</i> (e.g., circle, square, triangle)	VA.5.2.2 Categorize geometric <i>forms, free forms, and organic shapes</i>	VA.5.3.2 Describe ways <i>shape</i> combinations are used to communicate (e.g., multiple <i>shapes</i> used in drawing complex objects)	VA.5.4.2 Examine <i>shapes</i> as symbols (e.g., logos, stop signs, universal symbols)
		VA.5.1.3 Investigate <i>form</i>	VA.5.2.3 Identify a variety of <i>forms</i> (e.g., sphere, cone, cube)	VA.5.3.3 Differentiate between geometric <i>forms, free forms, and organic forms</i>	VA.5.4.3 Examine <i>form</i> combinations (e.g., sculptural, architectural)

Strand: Visual Art

Standard 5: Foundations

Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Principles of Design</i>	VA.5.K.5 Investigate <i>patterns</i>	VA.5.1.8 Recognize <i>patterns</i>	VA.5.2.8 Identify simple <i>patterns</i>	VA.5.3.8 Investigate positive and negative <i>space</i>	VA.5.4.8 Identify positive and negative <i>space</i>
			VA.5.2.9 Investigate the connection between <i>patterns</i> and <i>rhythm</i> (e.g., regular, <i>random</i>)	VA.5.3.9 Experiment with <i>value</i>	VA.5.4.9 Investigate <i>value</i> techniques (e.g., cross-hatching, stippling, shading)
	VA.5.K.6 Identify size relationships (e.g., big to little, tall to short)	VA.5.1.9 Investigate <i>proportion</i> and <i>scale</i> in <i>shapes</i> (e.g., large to small)	VA.5.2.10 Recognize <i>scale</i> between objects	VA.5.3.10 Identify student-created <i>patterns</i>	VA.5.3.11 Investigate the connection between <i>pattern</i> and <i>movement</i> (e.g., <i>alternating</i> , <i>progressive</i>)
				VA.5.3.12 Compare and contrast <i>scale</i> between objects	VA.5.4.11 Investigate the connection of <i>pattern</i> , <i>rhythm</i> , and <i>movement</i> (e.g., regular, <i>random</i> , <i>alternating</i> , <i>progressive</i> , flowing)
					VA.5.4.12 Identify <i>proportions</i> and <i>scale</i> (e.g., portraits)

Strand: Visual Art

Standard 5: Foundations

Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Principles of Design</i>			VA.5.2.11 Recognize <i>symmetrical balance</i>	VA.5.3.13 Recognize <i>proportion</i> within objects VA.5.3.14 Recognize <i>symmetrical balance</i> VA.5.3.15 Investigate the <i>center of interest</i> as <i>emphasis</i> in a work of art	VA.5.4.13 Compare and contrast <i>proportion</i> within an object (e.g., general, exaggerated) VA.5.4.14 Recognize <i>radial balance</i> VA.5.4.15 Investigate <i>harmony</i> and <i>unity</i> in works of art VA.5.4.16 Investigate <i>variety</i> in a work of art VA.5.4.17 Examine the <i>center of interest</i> as <i>emphasis</i> in a work of art

Strand: Visual Art

Standard 5: Foundations

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Historical Foundations	VA.5.K.7 Name various purposes for creating art (e.g., beauty, <i>functional</i> , enjoyment, fun, careers, <i>environmental</i>)	VA.5.1.10 Name various purposes for creating art (e.g., beauty, <i>functional</i> , enjoyment, fun, careers, <i>environmental</i>)	VA.5.2.12 Provide examples of various purposes for creating art (e.g., <i>aesthetic, functional</i> , historical, cultural, therapeutic, social, enjoyment, career, <i>environmental</i>)	VA.5.3.16 Demonstrate an understanding of various purposes for creating art (e.g., <i>aesthetic, functional</i> , historical, cultural, therapeutic, social, enjoyment, careers, <i>environmental</i>)	VA.5.4.18 Demonstrate an understanding of various purposes for creating art (e.g., <i>aesthetic, functional</i> , historical, cultural, therapeutic, social, enjoyment, careers, <i>environmental</i>)
Practices/Skill Development	VA.5.K.8 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment	VA.5.1.11 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment	VA.5.2.13 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment	VA.5.3.17 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment	VA.5.4.19 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment

Strand: Visual Art

Standard 6: Creative Processes

Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Media and Processes (2-D)	VA.6.K.1 Experiment with mark making using various wet and dry media	VA.6.1.1 Practice representational mark making using various wet and dry media VA.6.1.2 Experiment with grade-level appropriate <i>elements of art and principles of design</i> in a 2-D product <ul style="list-style-type: none"> • painting • <i>printmaking</i> • drawing 	VA.6.2.1 Develop representational mark making skills using various wet and dry media VA.6.2.2 Develop skill in using grade-level appropriate <i>elements of art and principles of design</i> in a 2-D product <ul style="list-style-type: none"> • painting • <i>printmaking</i> • drawing 	VA.6.3.1 Develop detailed representational and imaginative drawings using mark making skills with various wet and dry media VA.6.3.2 Arrange grade-level appropriate <i>elements of art and principles of design</i> in a 2-D product <ul style="list-style-type: none"> • painting • <i>printmaking</i> • drawing 	VA.6.4.1 Create a detailed representational or imaginary drawing using mark making with various wet and dry media VA.6.4.2 Combine grade-level appropriate <i>elements of art and principles of design</i> in a 2-D product <ul style="list-style-type: none"> • painting • <i>printmaking</i> • drawing
Media and Processes (3-D)	VA.6.K.2 Experiment with various media and techniques in producing a 3-D project (e.g., <i>modeling, assemblage</i>)	VA.6.1.3 Experiment with grade-level appropriate <i>elements of art and principles of design</i> in producing a 3-D project <ul style="list-style-type: none"> • <i>modeling</i> (e.g., Play-Doh, clay, salt flour, Model Magic) 	VA.6.2.3 Produce a 3-D project using grade-level appropriate <i>elements of art and principles of design</i> <ul style="list-style-type: none"> • <i>relief</i> (e.g., papier-mâché, found objects, yarn, glue, pasta) 	VA.6.3.3 Produce a 3-D project using grade-level appropriate <i>elements of art and principles of design</i> <ul style="list-style-type: none"> • <i>assemblage</i> (e.g., found objects, paper, cardboard, pipe cleaners) 	VA.6.4.3 Produce a 3-D project using grade-level appropriate <i>elements of art and principles of design</i> <ul style="list-style-type: none"> • in-the-round (e.g., mobiles, stabiles, clay)

Strand: Visual Art

Standard 6: Creative Processes

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Other Media/Mixed Media		VA.6.1.4 Experiment with various alternative and traditional techniques and media (e.g., <i>fiber arts, collage, technology, paper making</i>)	VA.6.2.4 Experiment with various alternative and traditional techniques and media (e.g., <i>fiber arts, collage, technology, paper making</i>)	VA.6.3.4 Develop skills incorporating various alternative and traditional techniques and media (e.g., <i>fiber arts, collage, technology, paper making, paper marbling</i>)	VA.6.4.4 Produce projects using alternative and traditional techniques and media (e.g., <i>fiber arts, collage, technology, paper making, paper marbling, scratch art, basket weaving</i>)
Artistic Expression/ Creative Concepts	VA.6.K.3 Produce artwork that involves problem solving (e.g., brainstorming, practice)	VA.6.1.5 Produce artwork that involves problem solving (e.g., brainstorming, practice, <i>sketches</i>)	VA.6.2.5 Produce artwork that involves problem solving (e.g., brainstorming, practice, <i>sketches, models</i>)	VA.6.3.5 Produce artwork that involves problem solving (e.g., brainstorming, practice, drafts, <i>sketches, models</i>)	VA.6.4.5 Produce artwork that involves problem solving (e.g., brainstorming, practice, drafts, <i>sketches, models</i>)
	VA.6.K.4 Use symbols to communicate meaning	VA.6.1.6 Use symbols to communicate meaning	VA.6.2.6 Select subject matter, symbols, and/or ideas to communicate meaning	VA.6.3.6 Select subject matter, symbols, and/or ideas to communicate meaning	VA.6.4.6 Select subject matter, symbols, and/or ideas to communicate meaning

Strand: Visual Art

Standard 6: Creative Processes

Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Artistic Expression/ Creative Concepts</i>	VA.6.K.5 Use a variety of stimuli to produce a work of art (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	VA.6.1.7 Use a variety of stimuli to produce a work of art (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	VA.6.2.7 Use a variety of stimuli to produce a work of art (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	VA.6.3.7 Use a variety of stimuli to produce a work of art (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	VA.6.4.7 Use a variety of stimuli to produce a work of art (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)
	VA.6.K.6 Transfer ideas and feelings to others through original works of self-expression	VA.6.1.8 Transfer ideas and feelings to others through original works of self-expression	VA.6.2.8 Transfer ideas and feelings to others through original works of self-expression	VA.6.3.8 Transfer ideas and feelings to others through original works of self-expression	VA.6.4.8 Transfer ideas and feelings to others through original works of self-expression
	VA.6.K.7 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)	VA.6.1.9 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)	VA.6.2.9 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)	VA.6.3.9 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)	VA.6.4.9 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)

Strand: Visual Art

Standard 6: Creative Processes

Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Artistic Expression/ Creative Concepts</i>	VA.6.K.8 Create works of art using a variety of <i>collaborative methods</i> (e.g., small and whole groups, <i>interdisciplinary</i>)	VA.6.1.10 Create works of art using a variety of <i>collaborative methods</i> (e.g., small and whole groups, <i>interdisciplinary</i>)	VA.6.2.10 Create works of art using a variety of <i>collaborative methods</i> (e.g., small and whole groups, <i>interdisciplinary</i>)	VA.6.3.10 Create works of art using a variety of <i>collaborative methods</i> (e.g., small and whole groups, <i>interdisciplinary</i>)	VA.6.4.10 Create works of art using a variety of <i>collaborative methods</i> (e.g., small and whole groups, <i>interdisciplinary</i>)

Strand: Visual Art

Standard 7: Reflections and Responses

Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Historical/ Multicultural/ Global Perspectives	VA.7.K.1 Examine the purpose of art in the local and global community (e.g., events, traditions, celebrations, customs)	VA.7.1.1 Examine the purpose of art in the local and global community (e.g., events, traditions, celebrations, customs)	VA.7.2.1 Recognize the importance of art in history and <i>heritage</i> VA.7.2.2 Recognize works of art using common themes across different time periods VA.7.2.3 Recognize art as creative expression in different cultures, places, and times (e.g., local and global community events, traditions, celebrations, customs)	VA.7.3.1 Recognize the importance of art in history and <i>heritage</i> VA.7.3.2 Examine the styles of art throughout time VA.7.3.3 Recognize works of art using common themes across different time periods VA.7.3.4 Recognize art as creative expression in different cultures, places, and times (e.g., local and global community events, traditions, celebrations, customs)	VA.7.4.1 Discuss the importance of art in history and <i>heritage</i> VA.7.4.2 Examine the styles and historical periods of art throughout time VA.7.4.3 Compare and contrast works of art using common themes across different time periods (e.g., pyramids in Egypt and Peru) VA.7.4.4 Recognize art as creative expression in different cultures, places, and times (e.g., local and global community events, traditions, celebrations, customs)

Strand: Visual Art

Standard 7: Reflections and Responses

Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Art Criticism</i>	VA.7.K.2 Tell about personal artwork and works of others (e.g., famous artists, appropriate <i>elements of art</i> , subject matter)	VA.7.1.2 Tell about personal artwork and works of others (e.g., famous artists, appropriate <i>elements of art</i> , subject matter)	VA.7.2.4 Discuss personal artwork and the works of others (e.g., famous artists, appropriate <i>elements of art</i> , subject matter)	VA.7.3.5 Explain personal artwork and the works of others (e.g., famous artists, appropriate <i>elements of art</i> , subject matter)	VA.7.4.5 Examine personal artwork and the works of others (e.g., distinguish parallels, famous artists, appropriate <i>elements of art</i> , subject matter, <i>aesthetics</i> , individual styles, relationships to other disciplines)
Technologies/ Media					VA.7.4.6 Discuss ways media reflects contemporary culture and art across the globe (e.g., comic books, graphic novels, blogs, commercials, photography, video)

Strand: Visual Art

Standard 7: Reflections and Responses

Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Portfolios/Exhibits</i>	VA.7.K.3 <i>Exhibit</i> artwork	VA.7.1.3 <i>Exhibit</i> artwork VA.7.1.4 Collect personal artwork	VA.7.2.5 <i>Exhibit</i> artwork VA.7.2.6 Collect personal artwork	VA.7.3.6 Participate in the exhibition process (e.g., select, plan, display, judge) VA.7.3.7 Select artwork to be included in a <i>portfolio</i>	VA.7.4.7 Participate in the exhibition process (e.g., select, plan, display, judge, promote) VA.7.4.8 Build and assess a <i>portfolio</i> (e.g., individual, classroom <i>trading cards</i> , grade-level, technological, digital)

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Sing	<p>M.1.5.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • eighth <i>note</i> and sixteenth <i>note</i> patterns • variety of <i>tempi</i> (e.g., <i>andante</i>, <i>moderato</i>) • <i>major tonalities</i> • <i>dynamic levels</i>—<i>pianissimo (pp)</i>, <i>piano (p)</i>, <i>mezzo piano (mp)</i>, <i>mezzo forte (mf)</i>, <i>forte (f)</i>, and <i>fortissimo (ff)</i> • change in <i>dynamic levels</i>—<i>crescendo</i> and <i>decrescendo</i> • $\frac{3}{4}$ and $\frac{4}{4}$ <i>meters</i> • <i>countermelodies</i> 	<p>M.1.6.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i> • variety of <i>tempi</i> (e.g., <i>lento</i>, <i>presto</i>) • <i>major and minor tonalities</i> • various <i>dynamic levels</i> • $\frac{2}{4}$ and $\frac{6}{8}$ <i>meter</i> • more complex <i>forms and harmonies</i> (e.g., <i>two-part lines</i>, <i>twelve-bar blues</i>) 	<p>M.1.7.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i> • variety of <i>tempi</i> (e.g., <i>grave</i>, <i>vivace</i>) • <i>major and minor tonalities</i> • various <i>dynamic levels</i> • $\frac{2}{2}$, or <i>cut time</i>, <i>meter</i> • more complex <i>forms and harmonies</i> (e.g., <i>theme and variations</i>, <i>three-part lines</i>) 	<p>M.1.8.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • <i>syncopation</i> • variety of <i>tempi</i> • <i>major and minor tonalities</i> • various <i>dynamic levels</i> • <i>compound and mixed meter</i> • more complex <i>forms and harmonies</i>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Play	<p>M.1.5.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • eighth <i>note</i> and sixteenth <i>note</i> patterns • variety of <i>tempi</i> (e.g., <i>andante</i>, <i>moderato</i>) • major <i>tonalities</i> • dynamic levels—<i>pianissimo</i> (<i>pp</i>), <i>piano</i> (<i>p</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>forte</i> (<i>f</i>), and <i>fortissimo</i> (<i>ff</i>) • change in <i>dynamic</i> levels—<i>crescendo</i> and <i>decrescendo</i> • $\frac{3}{4}$ and $\frac{4}{4}$ <i>meters</i> 	<p>M.1.6.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i> • variety of <i>tempi</i> (e.g., <i>lento</i>, <i>presto</i>) • major and <i>minor tonalities</i> • various <i>dynamic</i> levels • $\frac{2}{4}$ and $\frac{6}{8}$ <i>meters</i> • more complex <i>forms</i> and <i>harmonies</i> (e.g., <i>two-part</i> lines, <i>twelve-bar blues</i>) 	<p>M.1.7.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i> • variety of <i>tempi</i> (e.g., <i>grave</i>, <i>vivace</i>) • major and <i>minor tonalities</i> • various <i>dynamic</i> levels • $\frac{2}{2}$, or <i>cut time</i>, <i>meter</i> • more complex <i>forms</i> and <i>harmonies</i> (e.g., <i>theme and variations</i>, <i>three-part</i> lines) 	<p>M.1.8.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> • steady <i>beat</i> • <i>syncopation</i> • variety of <i>tempi</i> • major and <i>minor tonalities</i> • various <i>dynamic</i> levels • <i>compound</i> and <i>mixed meter</i> • more complex <i>forms</i> and <i>harmonies</i>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Techniques	<p>M.1.5.3 Refine correct techniques</p> <ul style="list-style-type: none"> • <i>vocal exploration</i> • <i>found sounds</i> • <i>body percussion</i> • <i>classroom instruments</i> • posture—vocal and instrumental • breathing • <i>phrasing</i> • <i>articulation</i> <p>M.1.5.4 Demonstrate and respond to simple conducting patterns</p>	<p>M.1.6.3 Refine correct techniques</p> <ul style="list-style-type: none"> • <i>vocal exploration</i> • <i>found sounds</i> • <i>body percussion</i> • <i>classroom instruments</i> • posture—vocal and instrumental • breathing • <i>phrasing</i> • <i>articulation</i> <p>M.1.6.4 Interpret and respond to a conductor</p>	<p>M.1.7.3 Refine correct techniques</p> <ul style="list-style-type: none"> • <i>vocal exploration</i> • <i>found sounds</i> • <i>body percussion</i> • <i>classroom instruments</i> • posture—vocal and instrumental • breathing • <i>phrasing</i> • <i>articulation</i> <p>M.1.7.4 Interpret and respond to a conductor</p>	<p>M.1.8.3 Refine correct techniques</p> <ul style="list-style-type: none"> • <i>vocal exploration</i> • <i>found sounds</i> • <i>body percussion</i> • <i>classroom instruments</i> • posture—vocal and instrumental • breathing • <i>phrasing</i> • <i>articulation</i> <p>M.1.8.4 Interpret and respond to <i>artistic conducting</i></p>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Read	<p>M.1.5.5 Read</p> <ul style="list-style-type: none"> • eighth <i>note</i> and sixteenth <i>note</i> patterns • variety of <i>tempi</i> (e.g., <i>andante</i>, <i>moderato</i>) • more complex <i>melodic patterns</i> (e.g., do-re-mi-fa-sol-la-ti-do/1-2-3-4-5-6-7-8, <i>major scale</i>) • <i>dynamic levels</i>—<i>pianissimo</i> (<i>pp</i>), <i>piano</i> (<i>p</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>forte</i> (<i>f</i>), and <i>fortissimo</i> (<i>ff</i>) • change in <i>dynamic level</i>—<i>crescendo</i>, <i>decrescendo</i> • $\frac{3}{4}$ and $\frac{4}{4}$ <i>meters</i> <p>M.1.5.6 Identify <i>notes</i> written on the lines and spaces of the <i>treble clef</i> and <i>bass clef</i></p>	<p>M.1.6.5 Read</p> <ul style="list-style-type: none"> • pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i> • variety of <i>tempi</i> (e.g., <i>lento</i>, <i>presto</i>) • <i>melodic patterns</i> that include <i>accidentals</i> • various <i>dynamic levels</i> • $\frac{2}{4}$ and $\frac{6}{8}$ <i>meters</i> • various <i>forms</i> and <i>harmonies</i> (e.g., <i>two-part lines</i>, <i>twelve-bar blues</i>) <p>M.1.6.6 Identify <i>notes</i> written on the lines, spaces, and ledger lines of the <i>treble clef</i> and <i>bass clef</i></p>	<p>M.1.7.5 Read</p> <ul style="list-style-type: none"> • pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i> • variety of <i>tempi</i> (e.g., <i>grave</i>, <i>vivace</i>) • various <i>dynamic levels</i> • $\frac{2}{2}$, or <i>cut time</i>, <i>meter</i> • more complex <i>forms</i> and <i>harmonies</i> (e.g., <i>theme and variations</i>, <i>three-part lines</i>) • the <i>intervals</i> within the <i>staff</i> (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, <i>octave</i>) <p>M.1.7.6 Identify <i>notes</i> written on the lines and spaces of the <i>grand staff</i></p>	<p>M.1.8.5 Read</p> <ul style="list-style-type: none"> • <i>syncopation</i> • variety of <i>tempi</i> • various <i>dynamic levels</i> • <i>compound</i> and <i>mixed meter</i> • more complex <i>forms</i> and <i>harmonies</i> • the <i>intervals</i> within the <i>staff</i> (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, <i>octave</i>) <p>M.1.8.6 Identify <i>notes</i> written on the lines, spaces, and ledger lines of the <i>grand staff</i></p>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Read	<p>M.1.5.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> • <i>repeat sign</i> • <i>treble clef</i> • <i>bass clef</i> • <i>bar line</i> and <i>double bar line</i> • <i>time signatures</i> • <i>fermata</i> • <i>simple key signatures</i> 	<p>M.1.6.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> • <i>accidentals</i> • <i>first and second endings</i> • <i>da capo (D.C.)</i> • <i>dal segno (D.S.)</i> • <i>Coda</i> 	<p>M.1.7.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> • <i>additional key signatures</i> • <i>grand staff</i> 	<p>M.1.8.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> • <i>multiple key signatures</i> within a <i>composition</i>
Notate	<p>M.1.5.8 Notate</p> <ul style="list-style-type: none"> • <i>eighth note</i> and <i>sixteenth note</i> patterns • $\frac{3}{4}$ and $\frac{4}{4}$ <i>time signatures</i> 	<p>M.1.6.8 Notate</p> <ul style="list-style-type: none"> • pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i> • $\frac{2}{4}$ and $\frac{6}{8}$ <i>time signatures</i> 	<p>M.1.7.8 Notate</p> <ul style="list-style-type: none"> • pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i> • $\frac{2}{2}$, or <i>cut time</i>, <i>time signature</i> 	<p>M.1.8.8 Notate</p> <ul style="list-style-type: none"> • <i>syncopation</i>

Strand: Music

Content Standard 2: Creative Expression

Students shall demonstrate creative expression through music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Improvise</i>	M.2.5.1 <i>Improvise rhythmic variations on familiar melodies</i>	M.2.6.1 <i>Improvise rhythms, melodies, and/or accompaniments</i>	M.2.7.1 <i>Improvise using a variety of sound sources (e.g., computer, electronic sounds)</i>	M.2.8.1 <i>Improvise rhythmic and melodic variations in a given style and meter (e.g., reggae, blues)</i>
<i>Compose/Arrange</i>	M.2.5.2 <i>Compose a four-measure phrase</i> M.2.5.3 <i>Arrange familiar songs using musical expression</i>	M.2.6.2 <i>Compose a four-measure phrase with accompaniment</i> M.2.6.3 <i>Arrange familiar songs with accompaniment</i>	M.2.7.2 <i>Compose an original melodic line with accompaniment</i> M.2.7.3 <i>Arrange unfamiliar songs using musical expression</i>	M.2.8.2 <i>Compose an original song using various instruments</i> M.2.8.3 <i>Arrange unfamiliar songs with accompaniment</i>
<i>Movement</i>	M.2.5.4 <i>Respond to music through movement (e.g., traditional and improvised conducting patterns)</i>	M.2.6.4 <i>Respond to music through movement (e.g., create movement to outline musical form)</i>	M.2.7.4 <i>Respond to music through movement (e.g., create choreography to songs for performance)</i>	M.2.8.4 <i>Respond to music through movement (e.g., create a song along with movement to teach to younger students)</i>

Strand: Music

Content Standard 3: Critical Analysis

Students shall listen to, analyze, and evaluate a variety of music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Listen/Analyze	<p>M.3.5.1 Identify musical instruments by sight and sound</p> <ul style="list-style-type: none"> • string • brass • woodwind • percussion • electronic <p>M.3.5.2 Recognize musical <i>form</i></p> <ul style="list-style-type: none"> • <i>theme and variations</i> <p>M.3.5.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>	<p>M.3.6.1 Identify musical <i>timbre</i></p> <ul style="list-style-type: none"> • brass • string • percussion • woodwind • electronic • vocal <p>M.3.6.2 Recognize <i>musical texture</i></p> <ul style="list-style-type: none"> • <i>solo</i> • small groups • large <i>ensemble</i> <p>M.3.6.3 Compare and contrast musical <i>forms</i></p> <ul style="list-style-type: none"> • popular and <i>imitative forms</i> • <i>twelve-bar blues</i> <p>M.3.6.4 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>	<p>M.3.7.1 Identify musical sounds</p> <ul style="list-style-type: none"> • electronic • non-traditional • <i>genres</i> (e.g., women's <i>ensemble</i>, men's <i>ensemble</i>) <p>M.3.7.2 Analyze various musical <i>forms</i></p> <p>M.3.7.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>	<p>M.3.8.1 Distinguish musical sounds</p> <ul style="list-style-type: none"> • <i>western</i> and <i>non-western</i> • traditional and non-traditional • <i>cross cultural</i> <p>M.3.8.2 Analyze various musical <i>forms</i></p> <p>M.3.8.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>
Evaluate	M.3.5.4 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric	M.3.6.5 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric	M.3.7.4 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric	M.3.8.4 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric

Strand: Music

Content Standard 4: Connections

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Historical/ Cultural	<p>M.4.5.1 Respond to music from various cultures, historical periods, and/or events (e.g., <i>world music, folk music, jazz, spirituals</i>)</p> <ul style="list-style-type: none"> • <i>listening</i> • singing • moving • playing <p>M.4.5.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts (e.g., theatre, ballet) • between music and disciplines outside the arts (e.g., social studies) 	<p>M.4.6.1 Respond to music from various cultures, historical periods, and/or events (e.g., popular, <i>Classical</i>)</p> <ul style="list-style-type: none"> • <i>listening</i> • singing • moving • playing <p>M.4.6.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts • between music and disciplines outside the arts 	<p>M.4.7.1 Investigate music from various cultures, historical periods, and/or events (e.g., singing, <i>listening, researching</i>)</p> <p>M.4.7.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts • between music and disciplines outside the arts 	<p>M.4.8.1 Investigate music from various cultures, historical periods, and/or events (e.g., singing, <i>listening, researching</i>)</p> <p>M.4.8.2 Identify connections</p> <ul style="list-style-type: none"> • between music and the other fine arts • between music and disciplines outside the arts
Research	<p>M.4.5.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>	<p>M.4.6.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>	<p>M.4.7.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>	<p>M.4.8.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>

Strand: Visual Art

Standard 5: Foundations

Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Elements of Art</i>	<p>VA.5.5.1 Demonstrate knowledge of qualities of <i>line</i> and <i>line</i> variations (e.g., <i>implied line</i>, <i>line</i> as <i>texture</i> and <i>pattern</i>)</p> <p>VA.5.5.2 Compare and contrast the physical relationships of <i>shapes</i> and <i>forms</i> (e.g., 2-D <i>nets</i> or templates, positive and negative <i>space</i>)</p> <p>VA.5.5.3 Demonstrate knowledge of the color wheel and <i>color values</i></p> <p>VA.5.5.4 Identify other <i>elements of art</i> as components of <i>texture</i> (e.g., use of <i>line</i> in cross-hatching)</p>	<p>VA.5.6.1 Develop variations of <i>line</i> types and <i>line</i> qualities</p> <p>VA.5.6.2 Identify 3-D <i>form</i> in 2-D work using the elements of <i>space</i> (e.g., positive and negative) and <i>value</i> (e.g., shadows and light)</p> <p>VA.5.6.3 Demonstrate knowledge of <i>color</i> relationships from the color wheel (e.g., warm and cool <i>color schemes</i>)</p> <p>VA.5.6.4 Demonstrate texturing techniques to enhance artwork</p>	<p>VA.5.7.1 Use various types of <i>lines</i> in a work of art</p> <p>VA.5.7.2 Demonstrate knowledge of various categories of 2-D <i>shapes</i> and 3-D <i>forms</i> (e.g., curved and angular, <i>sculpture in-the-round</i>, <i>relief</i>)</p> <p>VA.5.7.3 Demonstrate knowledge of <i>color schemes</i> in a work of art (e.g., <i>monochromatic</i>, <i>analogous</i>, <i>complementary</i>)</p> <p>VA.5.7.4 Analyze various <i>textures</i> in the <i>environment</i> and artists' work</p> <p>VA.5.7.5 Use <i>implied texture</i> to simulate <i>actual texture</i> from the <i>environment</i></p>	<p>VA.5.8.1 Demonstrate the application of <i>line characteristics</i> in a work of art</p> <p>VA.5.8.2 Apply knowledge of 2-D <i>shapes</i> and 3-D <i>forms</i> in artworks (e.g., develop <i>shapes</i> into <i>forms</i>)</p> <p>VA.5.8.3 Apply knowledge of specific formal <i>color</i> relationships (e.g., <i>color schemes</i>, <i>split complementary</i>, <i>triads</i>, <i>color juxtaposition</i>)</p> <p>VA.5.8.4 Replicate simulated or <i>implied texture</i> using appropriate media choices</p>

Strand: Visual Art

Standard 5: Foundations

Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Elements of Art</i>	<p>VA.5.5.5 Investigate artists' use of various perspective techniques</p> <p>VA.5.5.6 Demonstrate knowledge of <i>value</i> (e.g., <i>gradation</i>)</p>	<p>VA.5.6.5 Investigate various perspective techniques (e.g., linear, atmospheric)</p> <p>VA.5.6.6 Demonstrate knowledge of <i>value</i> to create <i>form</i> (e.g., sphere, cone, cube, cylinder, pyramid)</p>	<p>VA.5.7.6 Demonstrate techniques used to create spatial relationships (e.g., atmospheric perspective, linear perspective)</p> <p>VA.5.7.7 Demonstrate full range of <i>value</i> in a work of art</p>	<p>VA.5.8.5 Create a sense of depth in an artwork by combining linear and atmospheric perspectives</p> <p>VA.5.8.6 Demonstrate application of <i>value</i> from <i>direct observation</i> to show <i>contrast</i></p>
<i>Principles of Design</i>	<p>VA.5.5.7 Use previous knowledge to explore complex <i>patterns</i> (e.g., <i>random</i>, band, border, row, grid, <i>tessellations</i>)</p> <p>VA.5.5.8 Recognize visual <i>rhythm</i> in works of art (e.g., <i>alternating</i>, <i>progressive</i>, <i>directional</i>, spatial, <i>Op Art</i>)</p>	<p>VA.5.6.7 Demonstrate knowledge of complex <i>patterns</i> which occur in the <i>environment</i> and in works of art (e.g., row, grid, half drop, <i>tessellations</i>)</p> <p>VA.5.6.8 Demonstrate various types of <i>movement</i> and <i>rhythm</i> in works of art (e.g., actual <i>movement</i>, recorded action)</p>	<p>VA.5.7.8 Demonstrate knowledge of complex <i>patterns</i> which occur in the <i>environment</i> and in works of art (e.g., grid, <i>Fibonacci patterns</i>, <i>fractals</i>, <i>tessellations</i>)</p> <p>VA.5.7.9 Demonstrate various types of <i>movement</i> and <i>rhythm</i> within works of art (e.g., <i>compositional movement</i>)</p>	<p>VA.5.8.7 Demonstrate knowledge of complex <i>patterns</i> which occur in the <i>environment</i> and in works of art (e.g., grid, <i>radial</i>, <i>alternating</i>, <i>Fibonacci patterns</i>, <i>fractals</i>, <i>tessellations</i>)</p> <p>VA.5.8.8 Demonstrate various types of <i>movement</i> and <i>rhythm</i> within works of art (e.g., illusion, flowing, <i>alternating</i>, <i>progressive</i>, unexpected)</p>

Strand: Visual Art

Standard 5: Foundations

Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Principles of Design</i>	VA.5.5.9 Demonstrate knowledge of <i>proportion</i> and <i>scale</i> (e.g., still life, landscape)	VA.5.6.9 Demonstrate knowledge of <i>proportion</i> and <i>scale</i> (e.g., exaggerated <i>proportions</i> , caricature, cartooning)	VA.5.7.10 Explain the impact of <i>proportion</i> and <i>scale</i> in works of art (e.g., <i>architectural renderings</i> , blueprints)	VA.5.8.9 Analyze the use of <i>proportion</i> and <i>scale</i> in works of art (e.g., figurative, facial, architecture)
	VA.5.5.10 Recognize <i>asymmetrical balance</i>	VA.5.6.10 Distinguish among types of <i>balance</i> (e.g., <i>symmetrical</i> , <i>asymmetrical</i> , <i>radial</i>)	VA.5.7.11 Categorize different types of <i>balance</i> in works of art and in the <i>environment</i>	VA.5.8.10 Demonstrate an understanding of different types of <i>balance</i> used to communicate feelings and ideas in works of art
	VA.5.5.11 Recognize <i>harmony</i> and <i>unity</i> in works of art	VA.5.6.11 Locate <i>harmony</i> and <i>unity</i> in works of art	VA.5.7.12 Identify the use of the <i>elements of art</i> to unify a work of art	VA.5.8.11 Identify the use of the <i>elements of art</i> to unify a work of art
	VA.5.5.12 Describe <i>variety</i> in a work of art	VA.5.6.12 Identify the <i>elements of art</i> used to create <i>variety</i> in a work of art	VA.5.7.13 Identify the <i>elements of art</i> used to create <i>variety</i> in a work of art	VA.5.8.12 Evaluate the effective use of <i>elements of art</i> to create <i>variety</i> in a work of art
	VA.5.5.13 Identify use of a <i>focal point</i> as a way to create <i>emphasis</i> in works of art	VA.5.6.13 Identify a variety of ways to create <i>emphasis</i> in works of art	VA.5.7.14 Examine the use of <i>contrast</i> to create <i>emphasis</i> in works of art	VA.5.8.13 Recognize ways to achieve <i>emphasis</i> (e.g., placement, <i>contrast</i> , detail, size, grouping)

Strand: Visual Art

Standard 5: Foundations

Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Historical Foundations	<p>VA.5.5.14 Recognize the importance of art history in relation to the artistic process</p> <p>VA.5.5.15 Demonstrate an understanding for the various purposes for creating art (e.g., <i>aesthetic, functional, historical, cultural, therapeutic, social, enjoyment, careers, environmental</i>)</p>	<p>VA.5.6.14 Recognize the importance of art history in relation to the artistic process</p> <p>VA.5.6.15 Demonstrate an understanding for the various purposes for creating art (e.g., <i>aesthetic, functional, historical, cultural, therapeutic, social, enjoyment, careers, environmental</i>)</p>	<p>VA.5.7.15 Relate the importance of art history to the artistic process</p> <p>VA.5.7.16 Demonstrate an understanding for the various purposes for creating art (e.g., <i>aesthetic, functional, historical, cultural, therapeutic, social, enjoyment, careers, environmental</i>)</p>	<p>VA.5.8.14 Research and analyze selected works of art and observe changes in media, styles, and techniques over time</p> <p>VA.5.8.15 Demonstrate an understanding for the various purposes for creating art (e.g., <i>aesthetic, functional, historical, cultural, therapeutic, social, enjoyment, careers, environmental</i>)</p>
Practices/Skill Development	<p>VA.5.5.16 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment</p>	<p>VA.5.6.16 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment</p>	<p>VA.5.7.17 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment</p>	<p>VA.5.8.16 Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipment</p>

Strand: Visual Art

Standard 6: Creative Processes

Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Media and Processes (2-D)	VA.6.5.1 Practice <i>contour</i> and <i>gesture</i> drawings	VA.6.6.1 Practice <i>contour</i> and <i>gesture</i> drawings	VA.6.7.1 Render <i>contour</i> and <i>gesture</i> drawings as preliminary <i>sketches</i> or as finished products	VA.6.8.1 Render <i>contour</i> and <i>gesture</i> drawings as preliminary <i>sketches</i> or as finished products
	VA.6.5.2 Create light, medium, and dark <i>values</i> using wet and dry media	VA.6.6.2 Create light, medium, and dark <i>values</i> using wet and dry media	VA.6.7.2 Create a full range of <i>value</i> using wet and dry media (e.g., cross-hatching, hatching, stippling)	VA.6.8.2 Create a work of art from direct observation using <i>gradation</i> in wet and dry media
	VA.6.5.3 Create various surface qualities using any dry medium	VA.6.6.3 Create various surface qualities using any wet medium	VA.6.7.3 Create various surface qualities using any medium	VA.6.8.3 Simulate various surface qualities from <i>direct observation</i> in any medium
	VA.6.5.4 Experiment with spatial relationships (e.g., <i>visual measurements</i> , figure, facial, linear perspective, drawings from <i>direct observation</i>)	VA.6.6.4 Experiment with spatial relationships (e.g., <i>visual measurements</i> , figure, facial, linear perspective, drawings from <i>direct observation</i>)	VA.6.7.4 Apply the knowledge of spatial relationships to create a work of art (e.g., <i>visual measurements</i> , figure, facial, linear perspective, drawings from <i>direct observation</i>)	VA.6.8.4 Apply the knowledge of spatial relationships to create a work of art (e.g., <i>visual measurements</i> , figure, facial, linear perspective, drawings <i>direct observation</i>)

Strand: Visual Art

Standard 6: Creative Processes

Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Media and Processes (2-D)	<p>VA.6.5.5 Use a transfer method to replicate an image (e.g., light box, window, opaque projector, tracing paper, graphite, grid, <i>non-measured grid</i>)</p> <p>VA.6.5.6 Experiment with mixing <i>color</i> in wet and/or dry media to create a desired effect</p> <p>VA.6.5.7 Demonstrate a <i>printmaking</i> process to produce images using a <i>subtractive method</i> (e.g., Styrofoam, vegetable, sponge, eraser)</p>	<p>VA.6.6.5 Use a transfer method to replicate an image (e.g., light box, window, opaque projector, tracing paper, graphite, grid, <i>non-measured grid</i>)</p> <p>VA.6.6.6 Practice mixing <i>color</i> in wet and/or dry media to reflect local <i>color</i> of an observed object</p> <p>VA.6.6.7 Demonstrate a <i>printmaking</i> process to produce images using an <i>additive method</i> (e.g., Styrofoam, cardboard, found objects, string)</p>	<p>VA.6.7.5 Use a transfer method to replicate an image (e.g., light box, window, opaque projector, tracing paper, graphite, grid, <i>non-measured grid</i>)</p> <p>VA.6.7.6 Mix <i>color</i> in wet and/or dry media to apply <i>color theory</i> in observational situations or to solve design problems</p> <p>VA.6.7.7 Demonstrate a <i>printmaking</i> process to produce images (e.g., <i>monoprint, collagraph, linoleum, wood</i>)</p>	<p>VA.6.8.5 Use a transfer method to replicate an image (e.g., light box, window, opaque projector, tracing paper, graphite, grid, <i>non-measured grid</i>)</p> <p>VA.6.8.6 Mix <i>color</i> in wet and/or dry media to apply <i>color theory</i> in observational situations or to solve design problems</p> <p>VA.6.8.7 Demonstrate a <i>printmaking</i> process to produce images (e.g., <i>monoprint, collagraph, linoleum, wood, drypoint</i>)</p>
Media and Processes (3-D)	<p>VA.6.5.8 Produce a 3-D project using <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • <i>low relief</i> sculpture (e.g., clay, copper, foil, plaster, fabric, cardboard, paper, found objects) 	<p>VA.6.6.8 Produce a 3-D project using <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • <i>additive methods</i> to produce <i>sculpture in-the-round</i> or <i>relief</i> (e.g., clay, papier-mâché, found objects, cardboard, wire) 	<p>VA.6.7.8 Produce a 3-D project using <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • <i>subtractive methods</i> to produce <i>sculpture in-the-round</i> or <i>relief</i> (e.g., clay, plaster, soap, foam, wood) 	<p>VA.6.8.8 Produce a 3-D project using <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • <i>additive</i> and/or <i>subtractive methods</i> to produce <i>sculpture in-the-round</i> or <i>relief</i> (e.g., <i>carving, casting, modeling, assemblage</i>)

Strand: Visual Art

Standard 6: Creative Processes

Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Other Media/Mixed Media	VA.6.5.9 Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, <i>fiber arts</i> , <i>collage</i> , <i>calligraphy</i> , technology, photography)	VA.6.6.9 Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, <i>fiber arts</i> , <i>collage</i> , <i>calligraphy</i> , technology, photography)	VA.6.7.9 Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, <i>fiber arts</i> , <i>collage</i> , <i>calligraphy</i> , technology, photography)	VA.6.8.9 Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, <i>fiber arts</i> , <i>collage</i> , <i>calligraphy</i> , technology, photography)
Artistic Expression/ Creative Concepts	VA.6.5.10 Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, <i>sketches</i> , models)	VA.6.6.10 Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, <i>sketches</i> , models)	VA.6.7.10 Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, <i>sketches</i> , models)	VA.6.8.10 Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, <i>sketches</i> , models)
	VA.6.5.11 Select subject matter, symbols, and/or ideas to communicate meaning	VA.6.6.11 Select subject matter, symbols, and/or ideas to communicate meaning	VA.6.7.11 Select subject matter, symbols, and/or ideas to communicate meaning	VA.6.8.11 Select subject matter, symbols, and/or ideas to communicate meaning
	VA.6.5.12 Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	VA.6.6.12 Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	VA.6.7.12 Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	VA.6.8.12 Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)

Strand: Visual Art

Standard 6: Creative Processes:

Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Artistic Expression/ Creative Concepts</i>	VA.6.5.13 Create artwork that communicates personal observations and life experiences (e.g., self-identity, ideas, emotions, moods, relationships)	VA.6.6.13 Create artwork that communicates personal observations and life experiences (e.g., self-identity, ideas, emotions, moods, relationships)	VA.6.7.13 Create artwork that communicates personal observations and life experiences (e.g., self-identity, ideas, emotions, moods, relationships)	VA.6.8.13 Create artwork that communicates personal observations and life experiences (e.g., self-identity, ideas, emotions, moods, relationships)
	VA.6.5.14 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)	VA.6.6.14 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)	VA.6.7.14 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)	VA.6.8.14 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)
	VA.6.5.15 Engage in group interaction to produce a <i>collaborative work</i> of art	VA.6.6.15 Engage in group interaction to produce a <i>collaborative work</i> of art	VA.6.7.15 Engage in group interaction to produce a <i>collaborative work</i> of art	VA.6.8.15 Engage in group interaction to produce a <i>collaborative work</i> of art

Strand: Visual Art

Standard 7: Reflections and Responses

Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Historical/ Multicultural/ Global Perspectives	VA.7.5.1 Reflect upon historical connections between the artwork of self and others	VA.7.6.1 Reflect upon historical connections between the artwork of self and others	VA.7.7.1 Evaluate historical connections between the artwork of self and others (e.g., written or verbal response)	VA.7.8.1 Evaluate historical connections between the artwork of self and others (e.g., written or verbal response)
	VA.7.5.2 Examine the styles and historical periods of art throughout time	VA.7.6.2 Examine the styles and historical periods of art throughout time	VA.7.7.2 Examine the styles and historical periods of art throughout time	VA.7.8.2 Examine the styles and historical periods of art throughout time
	VA.7.5.3 Examine ways the physical <i>environment</i> affects visual art and the ways visual art affects the <i>environment</i> (e.g., conservation, recycling, emerging concerns)	VA.7.6.3 Examine ways the physical <i>environment</i> affects visual art and the ways visual art affects the <i>environment</i> (e.g., conservation, recycling, emerging concerns)	VA.7.7.3 Communicate ways that the physical <i>environment</i> affects visual art and the ways visual art affects the <i>environment</i> (e.g., conservation, recycling, emerging concerns)	VA.7.8.3 Communicate ways that the physical <i>environment</i> affects visual art and the ways visual art affects the <i>environment</i> (e.g., conservation, recycling, emerging concerns)
<i>Art Criticism</i>	VA.7.5.4 Apply methods for <i>art criticism</i> (e.g., describe, analyze, interpret, judge)	VA.7.6.4 Apply methods for <i>art criticism</i> (e.g., describe, analyze, interpret, judge)	VA.7.7.4 Apply methods for <i>art criticism</i> (e.g., describe, analyze, interpret, judge)	VA.7.8.4 Utilize <i>art criticism</i> and <i>aesthetic theories</i> to discuss art (e.g., describe, analyze, interpret, judge, <i>imitationalism, formalism, emotionalism</i>)

Strand: Visual Arts

Standard 7: Reflections and Responses

Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Technologies/ Media	VA.7.5.5 Discuss ways media reflects contemporary culture and art across the globe (e.g., comic books, graphic novels, blogs, commercials, photography, video)	VA.7.6.5 Discuss ways media reflects contemporary culture and art across the globe (e.g., comic books, graphic novels, blogs, commercials, photography, video)	VA.7.7.5 Examine ways media reflects contemporary culture and art across the globe (e.g., comic books, graphic novels, blogs, commercials, photography, video)	VA.7.8.5 Analyze ways media reflects contemporary culture and art across the globe (e.g., comic books, graphic novels, blogs, commercials, photography, video)
Portfolios/Exhibits	VA.7.5.6 Participate in the process of <i>exhibiting</i> artwork (e.g., select, plan, display, judge, promote)	VA.7.6.6 Participate in the process of <i>exhibiting</i> artwork (e.g., select, plan, display, judge, promote)	VA.7.7.6 Participate in the process of <i>exhibiting</i> artwork (e.g., select, plan, display, judge, promote, install, attend)	VA.7.8.6 Participate in the process of <i>exhibiting</i> artwork (e.g., select, plan, display, judge, promote, install, attend)
	VA.7.5.7 Develop a <i>portfolio</i> as a reflection of personal growth (e.g., self-assessment, peer critiques)	VA.7.6.7 Develop a <i>portfolio</i> as a reflection of personal growth (e.g., self-assessment, peer critiques)	VA.7.7.7 Develop a <i>portfolio</i> as a reflection of personal growth (e.g., self-assessment, peer critiques)	VA.7.8.7 Develop a <i>portfolio</i> as a reflection of personal growth (e.g., self-assessment, peer critiques)

Glossary for K-8 Fine Arts Curriculum Framework

AB	A musical plan that has two different parts or sections (binary)
ABA	A musical plan that has three sections, with first and last sections the same; the middle section is different (ternary)
Accelerando	Gradually get faster
Accidental	A symbol used to raise (sharp) or lower (flat) a <i>pitch</i> or to cancel (natural) a previous sign
Accompaniment	A musical background that supports a principal part
Actual texture	<i>Texture</i> of real or authentic objects; the way a surface of a real object feels to the sense of touch
Adagio	Leisurely, slow <i>tempo</i>
Additive method	A sculptural technique or process of <i>modeling</i> ; adding, combining, or building up materials
Aesthetic	The quality of an object that elicits a personal response to that object; ability to discriminate at a sensory level; a pattern of thinking that deals with man's nature to respond to things
Aesthetic theories	Various ideologies used to study the nature and value of art
Aesthetics	The philosophical study of the nature and value of works of art and how people respond to it with their senses, intellect, and emotions; synonym for the philosophy of art
Allegro	Fast, lively <i>tempo</i>
Alternating	A <i>pattern</i> that occurs when different elements in a work of art repeat themselves in a predictable order
Analogous	<i>Colors</i> that are next to each other on the color wheel, with one hue in common
Andante	Moderately slow; a walking <i>tempo</i>
Architectural renderings	Drawings of architectural structures
Arrange	To alter a <i>composition</i>
Art criticism	Describing, analyzing, interpreting, and judging a work of art
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Artistic conducting	The manner in which a person directs
Artistic expression	Ways artists communicate ideas and feelings
Assemblage	A 2-D or 3-D artistic composition made by combining various objects; an <i>additive method</i>
Asymmetrical	A type of <i>balance</i> in which the parts are unequal in size, shape, etc., but still produce a <i>balanced</i> visual weight or <i>emphasis</i> ; another name for informal <i>balance</i>
Balance	A visual weight; a <i>principle of design</i> in which the <i>elements of art</i> are arranged to create a feeling of stability or the impression of equal weight or importance; Three types of <i>balance</i> are <i>symmetrical</i> (formal), <i>asymmetrical</i> (informal), and radial.
Bar line	The vertical line drawn through a <i>staff</i> to define a measure
Bass clef	A <i>symbol</i> used to denote <i>pitches</i> below middle C
Beat	The repeating pulse of the music
Blues	A basic <i>jazz style</i> with a predictable chord structure
Body percussion	Clapping, tapping, snapping, or other percussive sounds made with hands, feet, or other body parts

Call and response	A musical <i>form</i> in which a part of the <i>melody</i> (call) is followed by an answer (response)
Calligraphy	The art of beautiful and/or expressive writing
Calling voices	Shouting or outside voices
Carving	A sculptural technique in which a tool is used to cut away materials to create a desired <i>form</i>
Casting	A sculptural technique in which a liquid is poured into a mold and hardens into a <i>form</i>
Center of interest	The visual <i>focal point</i> of an artwork; that part of a composition that is first to attract attention; an area of dominance in an artwork
Classical	A musical period around 1750–1830
Classroom instruments	Instruments generally found in a music class (e.g., simple percussion, recorders, barred instruments, keyboards)
Coda	A short section added at the end of a piece
Collaborative methods	Processes or methods by which artwork is created by more than one person
Collaborative work	Art created by more than one person
Collage	Artwork made by attaching various materials to a surface; to put together
Collagraph	A print made from a printing plate of a <i>low relief collage</i>
Color	An <i>element of art</i> produced by light of various wavelengths; spectral when arranged in order of wavelength
Color juxtaposition	A <i>color theory</i> in which two or more <i>colors</i> are placed side by side
Color schemes	Plans for organizing <i>colors</i> , which include <i>monochromatic, analogous, complementary, triad, split complimentary, warm, and cool</i>
Color theory	The study of spectral <i>colors</i> and their interrelationships
Complementary	<i>Colors</i> that are directly opposite on the color wheel such as red and green, and when used near each other, create optical vibrations, or when mixed together will tend to subdue intensities and produce a grayed hue
Compose	To create music
Composition	A musical creation
Compositional movement	The look and feeling of action guiding the viewer’s eyes throughout a work of art
Compound meter	<i>Beat</i> divisible by three rather than two
Contour	The outside edge or outline of shapes that define the outer and inner edges and surfaces of objects or figures; A <i>contour line</i> is a <i>line</i> that defines the edges and surface ridges of an object and gives an object its <i>shape</i> and volume. A <i>contour drawing</i> is a continuous <i>line</i> that follows the outline and other visible edges of a mass, figure, or object. Blind <i>contour</i> refers to a drawing using one continuous <i>line</i> made by looking at the object only, not at the drawing surface.
Contrast	Differences; juxtaposition of dissimilar elements in a work of art
Countermelodies	Secondary <i>melodies</i> sung against principal themes
Crescendo	Gradually get louder
Cross cultural	<i>Genres</i> of music from different cultures that fuse to form a new <i>genre</i>
Cumulative songs	Songs that include a consistent <i>melody</i> with additive lyrics
Cut time	Music performed twice as fast as the <i>notes</i> written; a <i>tempo</i> marking indicating a quick <i>duple meter</i> with the half <i>note</i> getting the <i>beat</i> rather than the quarter <i>note</i>
Da capo (D.C.)	Term indicating that the piece is to be repeated from the beginning
Dal segno (D.S.)	Term indicating that the piece is to be repeated beginning at the sign
Decrescendo	Gradually get softer

Direct observation	Looking at real life and actual objects to create art
Directional	<i>Line</i> that refers to actual or implied <i>movement</i> , or to an angle or a point of view; may provide structure and basic organization for a drawing
Double bar line	Two lines vertically drawn through a <i>staff</i> indicating the end of a section or piece
Drypoint	A method of intaglio printing in which the image is scratched into the surface of the printing plate with a steel needle; <i>lines</i> and tones in the printed image often have a velvety appearance
Duple meter	<i>Beats</i> per measure divisible by two
Dynamic	Loudness or softness of sound
Elements of art	The basic visual tools artists use to create a work of art: <i>line, shape, form, texture, color, value, and space</i>
Emotionalism	An <i>aesthetic theory</i> that places emphasis on the viewer's feelings, moods, or emotions in response to a work of art
Emphasis	A <i>principle of design</i> that can be achieved through placement, <i>contrast</i> , size, etc.; the special attention or importance given to one part or element in an artwork
Ensemble	Group of two or more
Environment	Natural or man-made surroundings
Environmental	Relating to the <i>environment</i>
Environmental sounds	Sounds found naturally or from a man-made source that are not music based
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Exhibit	To show or display artwork
Exhibiting	Showing or displaying artwork
Expression	Referring to <i>dynamics, tempo, and articulation</i> in a <i>composition</i>
Expressive	Qualities that communicate feelings, moods, and ideas to the viewer through a work of art
Fermata	A <i>symbol</i> used to indicate a hold beyond the given value; also called bird's eye
Fiber arts	Artwork created from any threadlike, fiber material that can be shaped or joined together (e.g., fabric, needlepoint, weaving, quilting, knotting, batik, dying, basket weaving, lace making, sewing)
Fibonacci patterns	An arithmetic sequence (1, 1, 2, 3, 5, 8, 13, 21. . .) formed by adding the previous two numbers; These numbers correlate to patterns found in nature (e.g., nautilus shell, pine cone, pineapple)
First and second endings	Different endings for repeated sections of a <i>composition</i>
Focal point	A specific area or point of convergence that draws the viewer's attention first
Folk music	Music that is passed orally or by memorization and repetition from generation to generation
Form (art)	An <i>element of art</i> that is 3-D, and, therefore, includes the dimensions of height, width, and depth
Form (music)	The overall plan of a piece of music (e.g., <i>AB, ABA, rondo</i>)
Formalism	An <i>aesthetic theory</i> that places an emphasis on the <i>elements of art</i> and <i>principles of design</i>
Forte (f)	Loud
Fortissimo (ff)	Very loud
Found sounds	Non-traditional sound sources for making music (e.g., trash cans, brooms)
Fractals	A geometrical figure that grows by repeating itself in a decreasing <i>scale</i>
Functional	Artwork that has an intended purpose other than <i>aesthetic</i> beauty
Genres	<i>Styles, categories, classes, or types</i> of music

Gesture	An exercise in art education commonly used as a warm-up; A <i>gesture line</i> refers to a line made with loose movements, using the large muscles of the arm rather than with the small muscles of the hand and wrist. A <i>gesture drawing</i> refers to a drawing done quickly to capture <i>movement</i> .
Gradation	Any way of combining <i>elements of art</i> by using a series of changes in those elements (e.g., dark to light values, large to small shapes, rough to smooth <i>textures</i>)
Grand staff	The combination of <i>bass</i> and <i>treble staves</i>
Grave	Serious
Harmonies (music)	Two or more different <i>tones</i> sounding at the same time
Harmony (art)	A <i>principle of design</i> that refers to a way of combining <i>elements of art</i> to accent their similarities and to bind the picture parts into a whole
Heritage	Traditions handed down from one generation to another
Icons	Pictorial representations
Imitationalism	An <i>aesthetic theory</i> that places emphasis on realistic representation
Imitative forms	Repetitive structures of similar <i>pitch</i> patterns with different entrances
Implied	Suggested or perceived, but not actually present; <i>Implied line</i> refers to the way objects or a series of points are arranged to produce the effect of seeing a <i>line</i> in a work when a <i>line</i> is not actually present, such as a series dots that are perceived as a <i>line</i> . <i>Implied texture</i> refers to a <i>texture</i> in a work that is perceived by the viewer but has no physical <i>form</i> , such as a drawing of rough bark; the way a surface appears to feel; a <i>texture</i> which can be seen but not felt; see <i>visual</i>
Improvise	To create spontaneously
Interdisciplinary	Involving two or more academic disciplines
Intermediate	A <i>color</i> produced by mixing a <i>primary color</i> and a <i>secondary color</i> ; see <i>tertiary</i>
Intervals	Distances between two or more <i>itches</i>
Jazz	An American musical <i>style</i> blending European and African influences
Key signatures	The sharp or flat signs placed at the beginning of a <i>composition</i> immediately after the clef sign, indicating its tonality
Leaps	Changes in <i>pitch</i> of a fourth or greater
Lento	Slow
Line	An <i>element of art</i> that refers to a mark on any surface; a moving point
Line characteristics	The way a <i>line</i> looks (e.g., direction, <i>texture</i> , size, degree of curve, length, width)
Listening	An active auditory experience
Low relief	A <i>relief</i> sculpture with slightly raised or indented areas from a flat surface
Major scale	A sequence of eight <i>notes</i> arranged in the following specific pattern of whole and half <i>steps</i> , beginning and ending with the tonic: tonic, whole step, whole <i>step</i> , half <i>step</i> , whole <i>step</i> , whole <i>step</i> , whole <i>step</i> , half <i>step</i> to tonic
Major tonalities	Related to <i>major scales</i>
Marbleizing	A technique used by floating a pigment on a liquid surface and transferring it to paper or another surface using painting techniques to simulate the appearance of marble
Marches	Military <i>style</i>

Melodic	Related to <i>melody</i>
Melodic patterns	A specific grouping of <i>pitches</i> used in teaching, reading, and writing music (e.g., sol-mi/5-3)
Melodies	Tunes; series of <i>pitches</i> that moves up or down, or stays the same
Meter	A pattern of fixed <i>beats</i> as indicated by the <i>time signature</i>
Mezzo forte (mf)	Moderately loud
Mezzo piano (mp)	Moderately soft
Minor scales	Has the same <i>tones</i> as the <i>major scale</i> , but uses the sixth <i>tone</i> of the <i>major scale</i> as its tonic, resulting in the following pattern: tonic, whole <i>step</i> , half <i>step</i> , whole <i>step</i> , whole <i>step</i> , half <i>step</i> , whole <i>step</i> , whole <i>step</i> to tonic
Minor tonalities	Related to <i>minor scales</i>
Mixed meter	Changing <i>meter</i> within the song
Modeling	Shaping clay or other pliable material by pinching, pulling, or other manipulation
Moderato	Moderate <i>tempo</i>
Monochromatic	A <i>color scheme</i> that uses only one hue and the tints, tones, and shades of that hue
Monoprint	A print in which ink or paint is applied to a flat surface and paper laid upon it to make a print which will be one-of-a-kind
Movement	A <i>principle of design</i> ; the way in which the <i>elements of art</i> are organized so that the viewer's eye is led through the work of art in a systematic way
Music therapy	Use of music to improve psychological, social, cognitive, and physical function
Musical texture	Layering of sounds by adding or subtracting voices or instruments
Nets	Geometric <i>patterns</i> used to create 3-D <i>forms</i>
Non-measured grid	A network of uniformly or randomly spaced intersecting <i>lines</i>
Non-western	Music and instruments of Asia, the Middle East, Africa, Pacific Islands; Non-European
Note	<i>Symbol</i> used to indicate <i>pitch</i> and <i>duration</i>
Octave	An <i>interval</i> spanning seven diatonic degrees or eleven half <i>steps</i>
Op Art	A twentieth-century style of art that uses the interaction of <i>colors</i> , <i>shapes</i> , and <i>patterns</i> with the picture plane to create images with the illusion of <i>movement</i> and/or depth
Ostinati	<i>Rhythm</i> or <i>melodic patterns</i> that repeat; plural form of <i>ostinato</i>
Partner songs	Different <i>melodies</i> performed at the same time
Pattern	The repetition of anything in a design (e.g., repetition of <i>shapes</i> , <i>lines</i> , or <i>colors</i>)
Pentatonic scale	A <i>scale</i> of five <i>tones</i> (e.g., C-D-E-G-A)
Performance	To play, sing, or move in formal or informal settings
Phrase	A musical sentence
Phrasing	Observing the musical sentence
Pianissimo (pp)	Very soft
Piano (p)	Soft
Pitch	The highness or lowness of a <i>tone</i>
Play parties	A traditional a <i>cappella</i> folk dance or game for young people in early rural America
Portfolio	A purposeful collection of an artist's own work
Presto	Fast <i>tempo</i>

Principles of design	Guidelines artists use to organize the <i>elements of art</i> , such as <i>pattern, rhythm and movement, proportion and scale, balance, emphasis, contrast, harmony, unity, and variety</i>
Printmaking	Transferring an image from one prepared surface to another to produce one or more copies
Progressive	A <i>rhythm</i> created by a change in <i>pattern</i> or <i>line</i> that develops as it is repeated, such as large to small.
Proportion	A <i>principle of design</i> that may be described as the relationship between objects with respect to size, number, etc.
Question and answer	An <i>improvised</i> musical sentence with an <i>improvised</i> musical response
Radial	An organized <i>pattern</i> or design emanating from the center of a circular format; usually has <i>symmetrical</i> properties
Random	Occurring without an identifiable <i>pattern</i>
Refrain	Chorus; a repeated section after the <i>verse</i>
Relief	A sculptural technique in which the design is a raised surface on a flat background
Repeat sign	A <i>symbol</i> used to indicate a repetition of a section of music
Repertoire	List of music pieces which a group or person has prepared or performed
Rest	Silence in music; symbol used to indicate the duration of silence
Rhythm (art)	A <i>principle of design</i> that involves the repetition of the <i>elements of art</i> to create the illusion of <i>movement</i> or a visual beat or <i>tempo</i> ; Types of <i>rhythm</i> include regular, <i>alternating, progressive, flowing, and random.</i>
Rhythmic	In art, related to <i>rhythm</i> ; in music, related to <i>rhythms</i>
Rhythmic patterns	A specific grouping of <i>rhythms</i> used in teaching, reading, and writing music
Rhythms (music)	Patterns of long and short sounds and silences in music
Ritardando	Gradually get slower
Rondo	A musical <i>form</i> in which a section is repeated with contrasting sections in between (e.g., ABACA)
Rounds	A process in which all sing the same <i>melody</i> but start at different times
Scale	Relative size, or ratio, of an object as compared to others of its kind, to different objects, to its <i>environment</i> , or to the human figure; ratio of an object as related to other parts of the same object
Sculpture in-the-round	Freestanding sculpture meant to be seen from all sides
Shape	An <i>element of art</i> that refers to an enclosed <i>space</i> that is 2-D, or flat, and, therefore, limited to the dimensions of length and width
Sketch	Marks done quickly to record ideas or impressions; <i>Sketch</i> drawings are rough drawings that capture the most important features of chosen subjects and are usually used as preliminary studies. <i>Sketch lines</i> refer to <i>lines</i> drawn quickly to catch the immediate feeling of action or the impression of a place, object, or situation
Skips	Changes in <i>pitch</i> of a major or minor third
Solo	One voice or instrument
Space	An <i>element of art</i> that refers to an area surrounding objects or figures, both positive and negative
Split complementary	One hue and the hues on each side of its complement on the color wheel
Staff	Lines and spaces upon which music is written
Steps	<i>Intervals</i> of a second
Style	A characteristic of a particular period, person, or group of people that make genres of music unique (e.g., folk, symphony)
Subtractive method	A method of creating a sculpture or printing plate that involves removing materials to achieve a finished product
Symbols	Signs

Symmetrical	An equilibrium created by identical parts that are equally distributed on either side of a real or imaginary central axis in mirror-like repetition
Symphony	A large <i>composition</i> for orchestra
Syncopation	<i>Rhythmic</i> effect which places emphasis on a weak or off <i>beat</i>
Tactile texture	A <i>texture</i> that can be felt by touch
Tempi	Speeds of the <i>beat</i> ; plural for <i>tempo</i>
Tertiary	See <i>intermediate</i>
Tessellations	Artwork in which <i>shapes</i> are carefully placed into overall <i>patterns</i> so that there are no gaps or overlaps; In some cases, the <i>shapes</i> appear to interlock.
Texture	An <i>element of art</i> that refers to surface quality of an object or composition (e.g., roughness, smoothness)
Theme and variations	A <i>style of composition</i> that presents a basic theme, and then develops and alters the theme in successive statements
Three-part	Music with three distinct parts
Timbre	The quality of sound that distinguishes one instrument or voice from another
Time signature	A <i>symbol</i> indicating how many <i>beats</i> are in a measure and which <i>note</i> gets the <i>beat</i>
Tones	Musical sound on specific <i>itches</i>
Trading cards	Small works of art to be exchanged and collected
Treble clef	A <i>symbol</i> used to denote <i>itches</i> above middle C
Triad	A <i>color scheme</i> based on any three <i>colors</i> spaced at equal distances apart on the color wheel
Triple meter	<i>Beats</i> per measure divisible by three
Triplets	<i>Rhythmic</i> groupings of three
Twelve-bar blues	A twelve-measure chord progression of I-I-I-I' IV-IV-I-I V'-IV-I-I
Two-line staff	An abbreviated <i>staff</i> used to facilitate the learning of lines and spaces
Two-part	A <i>melody</i> and <i>harmony</i> line
Unity	A <i>principle of design</i> that can be achieved through the use of <i>elements of art</i> and other <i>principles of design</i> ; the coherence of a work that gives the viewer the feeling that all parts of a piece are working together to create a feeling of completeness or wholeness
Value	An <i>element of art</i> that refers to lightness or darkness
Variety	Diversity; a <i>principle of design</i> which utilizes the <i>elements of art</i> in complex relationships to create interest in a work of art
Verse	A repeated <i>melody</i> with a change in lyrics
Visual	See <i>implied</i>
Visual measurements	Techniques for approximating the size relationship of one object to another
Vivace	Very fast; lively
Vocal exploration	Technique to discover the voice and its capabilities
Western	Music <i>composed</i> in the Western hemisphere
World music	Music of indigenous peoples

Contributors

The following people contributed to the development of this document:

Nancy Abernathy – McGehee School District	Helene Lambert – El Dorado School District
Dr. Deborah Barber – Arkansas Tech University	Charity McCartney – Fayetteville School District
Peggy Bollman – Lamar School District	Patricia McClain – Sheridan School District
Robert Brown – White Hall School District	Sue Anne McCoy – Forrest City School District
Jennifer Cates – Atkins School District	Karen McManus – Bryant School District
Becky Cavendar – Springdale School District	Daphne Morgan – Strong-Huttig School District
Gayle Clutts – Fort Smith School District	Cynthia Mosley – Crossett School District
Lauren Davidson – Bradley School District	Cynthia Outlaw – Camden Fairview School District
Angula Davis – El Dorado School District	Jennefer Pool – Augusta School District
Rex DeLoney – Little Rock School District	Dorothy Portis – Dumas School District
Dr. William Detmers – University of Arkansas Pine Bluff	Kerry Reddick – Marmaduke School District
Michael Echols – Springdale School District	Barbara Rhodes – North Little Rock School District
Anne Edwards – Greene County Tech School District	Crystal Richards – East Poinsett County School District
Kathy Felts – Woodlawn School District	Judy Riley – Bentonville School District
Anthony Fuller – Brookland School District	Melanie Rodriguez – Pulaski County Special School District
Cheryl Gifford – Vilonia School District	Dr. Paige Rose – University of Central Arkansas
Stacey Glover – Fort Smith School District	Dr. I.J. Routen – Little Rock School District
Helen Goodman – Cabot School District	Tammy Sangster – Van Buren School District
MeMe Hagers – Fayetteville School District	Regina Shaw – Cedar Ridge School District
Allison Harris – Harrison School District	Robert Sibley – Brinkley School District
James Hatch – Pulaski County Special School District	Betty Ann Smith – Valley View School District
William Hathcote – Mineral Springs School District	Cassandra Smith – Little Rock School District
Amy Hornsby – Arkadelphia School District	Brenda Smyth – Searcy County School District
Hollis Hughes – Nashville School District	Dustin Summey – Russellville School District
Virginia Hymes – Pine Bluff School District	Donna Sunshine – Barton-Lexa School District
Brittany Jarnagan – West Memphis School District	Trisha Vickers – El Dorado School District
Walter Jenkins, Jr. – Prescott School District	Roxana Wallace – Ozark Mountain School District
Bryan Jones – Lakeside School District	Nancy Watson – El Dorado School District
Glenda Kassaw – Caddo Hills School District	Tonya Wentzel – Shirley School District
Stephen Keith – Stephens School District	Sandy Wheaton – Newport School District
Dr. Deborah Kuster – University of Central Arkansas	Janet Williamson – Fort Smith School District
Dr. Earnest Lamb – University of Arkansas Pine Bluff	Mary Zies – Little Rock School District