

...Dance, Music, Theatre, Visual Arts...



High quality education in the arts



**ARTS EDUCATION
COLLABORATIVE**

••••• A handbook for parents •••••

Contents

Introduction	1
Kindergarten.....	4
Grade 1	6
Grade 2.....	8
Grade 3.....	10
Grade 4.....	12
Grade 5.....	14
Grade 6.....	16
Grade 7.....	19
Grade 8.....	22
Assessment in the arts.....	25

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The mission of the Arts Education Collaborative is to foster student creativity and achievement in, with and through the arts.

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GREG BLACKMAN



This handbook is the product of the combined efforts of more than 20 arts educators, administrators, and professionals in the arts community who met across a two-year period to provide parents with an introduction to the Pennsylvania Standards for the Arts. It is designed as a guide to demonstrate how these standards might be implemented in your school's curriculum and to help you measure the degree to which the school provides opportunities for children to meet the standards. The enclosed form includes information about how you can support, improve, and advocate for your school's arts program. Please use the tear-off section at the bottom to give us your opinion of the handbook.

Key words

Following are definitions for words in the handbook that may be unfamiliar or may have different meanings in other contexts.

aesthetic response: The reaction of a viewer/listener whose emotions are engaged by an artwork, through the meaning, mood, and/or beauty of the work.

arrange (when referring to music): Make choices about how a piece will be played.

assess: Evaluate; judge the value of something.

compose (when referring to music): Create a musical work.

choreograph: Create a dance.

choreography: The art of creating a dance, or the structure of a specific dance.

criteria: The expected levels of quality for the elements of a work. For example, criteria for judging a work of visual art could include balance, unity, and the effective use of color.

critic: A person who judges works of art according to criteria.

critique: *noun:* A critical review of a work. *verb:* To review or analyze critically.

form: The defined structure of a work—for example, a song in the “verse/chorus form.”

genre: A type or category within an arts area—for example, “farce” in theatre, “jazz” in music and dance, or “seascape” in visual art.

improvise: Create something on the spot, sometimes during a performance.

medium: The materials used to create an artwork, such as “oil on canvas.” (Plural form: *media*.)

mixed media: A single work in more than one medium, such as clay and fiber, or paint and papier-mâché.

style: The distinctive way that an artist expresses himself or herself, such as “Billie Holiday’s vocal style,” or a characteristic manner of expression, such as “in the style of Japanese anime.”

technology: Tools, machines, or equipment used to produce works—for example, a computer, a loom.

Introduction

What should my child be learning?

A kindergarten student picks up a mallet and strikes bars on a xylophone at random. Eight years later, the same student composes a piece for steel drums, to be performed at the school’s spring concert. What has happened in between?

In Pennsylvania, instruction in the arts (and other subjects) is guided by standards—goals and expectations for students—which were adopted by the state legislature in 2002. This handbook, which is based on the Pennsylvania Academic Standards for the Arts and Humanities and other sources, outlines expectations for kindergarten through eighth grade in the four areas of the arts: dance, music, theatre, and visual arts. (*Note:* Used here, the words “art” and “artist” refer to all arts areas.)

The standards are organized into four categories, including:

- **Production, Performance, Exhibition.** Dancing, acting and directing, making music, and creating visual art are central to students’ learning in the arts. Students come to understand how artists work, and the place of the arts in human history and society, through their own creative experiences.
- **The Arts in the Context of History and Culture.** Students learn that artists create works in specific places, during certain time periods, from within par-

ticular cultures, all of which influence what they do.

- **Critical Response.** Students learn about and engage in the process of art criticism—analyzing, comparing, interpreting, and evaluating as they respond to artworks.
- **Aesthetic Response.** Students learn to recognize and respond to meaning, beauty, and emotion in artworks, enhancing their own appreciation and helping them to understand the role of the arts in society.

While categorizing the standards helps to define them, it is important to note that students’ learning experiences are not separated in this way. For example, a student who is learning about Vincent Van Gogh may also be forming ideas for a landscape she’s working on, or thinking of writing a poem about the painter’s curly clouds. Another student, while trying out voices for a character he’s going to portray on stage, may remember an actor he admires, wonder what made the actor so effective in a particular film, and decide to look online for a review.

Please also note that the grade level organization is only a guide. Children in the same class learn at different rates, and each child will likely progress faster in one arts area than in others.

Along with the standards and samples of student work for each grade level, the handbook includes a section on arts assessment (how teachers grade the arts) on page 25.

Why study the arts?

The arts have their own languages. Like any other subject area, they give students ways of knowing and communicating that have value in and of themselves.

Research has shown that the arts also help students succeed in other ways. For example, the arts can provide the “glue” to help students make connections while they’re learning. Kindergarten students may recognize the shapes of letters through dance, or act out a story to find its meaning. Older students may grasp mathematical concepts such as ratio and proportion through musical training in rhythm and note patterns. In science class, drawing helps students understand living things and natural



Introduction

What are quality arts experiences?

Quality arts experiences offer students opportunities to:

- Explore materials and make choices
- Solve creative problems and revise their work
- View others' artwork, listen to others' compositions, and form opinions
- Reflect on their own creative process ("How did I get here? What did I learn?")
- Participate in critiques of their own work and others' work
- Develop skills of observation and listening
- Collaborate productively with classmates
- Perform or exhibit their work for audiences

occurrences. All arts areas can be entry points for learning about particular cultures or historical periods.

The arts have the power to engage and motivate students, whether they are struggling low achievers or bored high achievers, because they involve personal experience. When there is no "right answer," all students can excel. Meanwhile, learning in and through the arts prepares students for the workplace by developing skills and abilities that today's employers are seeking, such as creative thinking and collaboration.

The arts lend themselves to high-quality learning experiences. Consider what students do when they are challenged to create an original painting, musical piece, dramatic character, or dance. In the beginning, they struggle with their ideas and the materials. As they continue, they judge their work against their own

developing standards for what is "good." They take risks, make changes, evaluate the results, and decide when the work is finished. Finally, they have a product that can be communicated to others through an exhibit or performance. These are the kinds of learning experiences students are likely to remember and value for the rest of their lives.

For all these reasons, students who spend more time engaged in arts education are more likely to achieve in other subjects, especially reading and math. (For links to specific studies, visit the Web site of the Arts Education Collaborative: www.artsedcollaborative.org.)

Note: Arts programs vary from school to school. Even though the Pennsylvania standards encompass all arts areas, your child's school may not offer all four.

This handbook attempts to outline a comprehensive arts program.

Talking to children about art

When parents ask questions that require more than a "yes/no" answer, and make comments that describe without judging, children are more likely to engage in conversations about art. Following are suggested questions and comments.

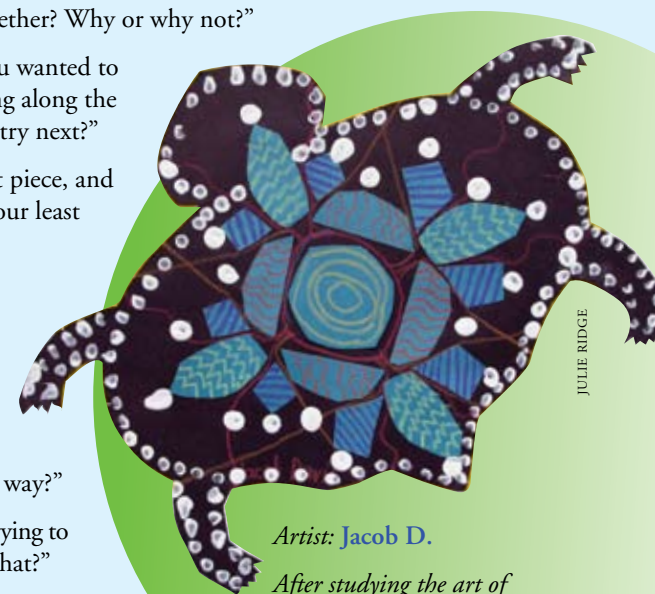
About your child's work:

- "Tell me about this piece. Is there a story that goes with it, or something that inspired you?" "What were you thinking about or feeling when you made it?"
- Describe or acknowledge something that stands out for you. "You had a lot of different kinds of dance movements." "There's quite a contrast between the two characters." "I notice that you used a lot of blue." "It was surprising when you changed from a major key to a minor key."
- "Do all the parts seem to go together? Why or why not?"
- "Did you try everything that you wanted to try?" "Did you change something along the way?" "What would you like to try next?"
- "What do you think is your best piece, and why? How is it different from your least successful piece?"

About others' work:

- "How did that artist get your attention?"
- "How does that work make you feel?" "Is there one particular part that makes you feel that way?"
- "What do you think the artist is trying to say?" "How did he or she show that?"

Parents are responsible for monitoring their children's achievement in the arts just as they monitor their children's progress in other subject areas. For more information about your child's work, ask for his or her portfolio, sketchbook, audiotapes/CDs, videotapes/DVDs, journals, practice logs, artist's statements, written reflections, and/or completed tests/assessments. At an "open house," be sure to visit arts classrooms and ask teachers about their goals for the year. Most teachers will welcome your interest in your child's program.



Artist: **Jacob D.**

After studying the art of Australian Aborigines, second graders created sea turtles using Aboriginal painting techniques.

Introduction

Early childhood and high school

An individual's experiences with the arts begin in infancy and last throughout his or her life. In recognition of the role of the arts in education, Pennsylvania has adopted arts standards for kindergarten through twelfth grade, and general learning standards for early childhood (preschool) that include "Creative Arts." While this handbook focuses on K-8 standards, early childhood and high school arts programs are also vitally important for children and youth. Following are brief guidelines for parents of children in those age groups.

Early childhood

High quality early childhood arts programs have these characteristics.

Environment

- The physical space of the classroom/school is visually pleasing, showing that the staff values aesthetic judgment. Children's artworks are displayed with care and respect.
- Arts materials are accessible to children.
- Arts centers contain a range of tools and materials, including musical instruments, visual arts supplies, and "dress-up" clothes and other objects for pretend play (early experiences in theatre). The classroom has tools for sharing and using the arts, such as a CD player, a variety of CDs, and a sink.

Experiences

- Children are encouraged to explore materials and make choices. For example, children move to music, make up their own songs, choose an animal to imitate, or select colors for a painting.
- Teachers introduce new materials to facilitate children's projects.
- Some projects continue for an indefinite period of time based on children's interests (such as a block village that "grows").
- The daily schedule accommodates children who want to spend more time on an activity.
- Arts experiences are relevant to children's lives and cultural backgrounds, and allow them to explore other cultures.
- All children have opportunities to share their creative works with teachers, classmates, and parents.
- Teachers use the arts to help children learn about their world.

Student-teacher interactions

- Teachers participate in arts activities with children.
- Teachers ask children open-ended questions (questions that require more than a "yes/no" answer, such as "Tell me about what you're doing") and serve as audiences throughout a child's creative process (for example, listening to a child talk about his/her plans).
- Teachers use arts vocabulary when speaking to children.

- Teachers document and celebrate each child's achievements and show children that they value their unique forms of expression.

High school

Pennsylvania's arts standards for high school rest on the foundation of the early childhood standards and the K-8 standards. While the categories of the standards remain the same, high school students are expected to develop more sophisticated ways of applying and presenting their knowledge and skills.

For example, in the early grades, students begin to learn about styles in art by imitating the styles of particular artists. By high school, students are expected to exhibit or perform works that combine more than one style, such as an original dance that uses elements of jazz and African styles. While young students experiment with traditional technologies (such as using a gourd as a rhythm instrument) and new technologies (such as a Musical Instrument Digital Interface, or MIDI), a high school student might analyze how the specific technology used affects the content of a piece and the audience's response to it.

High quality high school arts programs have these characteristics:

- The school offers a variety of classes in all four arts areas. All students have access to them.



LINDA TURNER

A high school student teaches a dance movement to an elementary student.

- The content of each course is aligned with the Pennsylvania standards.
- Students can take sequential classes—for example, a tenth grade music class that builds on a ninth grade music class—so they can become accomplished in an arts area. Students can take AP (Advanced Placement) and honors courses in the arts.
- School staff makes connections with local colleges, universities, arts organizations, and cultural groups to provide after-school enrichment for students with special interests and skills.
- Counselors and other school staff inform students about arts-related jobs, internships, and apprenticeships, and provide information about arts-related careers.

Note: Students are required to meet standards in the arts for grades nine through 12, according to Pennsylvania's academic standards. However, high school arts classes are usually electives, and district requirements vary. Parents can help their children recognize that the arts are an important component of a quality education, and encourage them to pursue their interests and talents in at least one arts area throughout their high school careers.

For information about your district's arts program, talk to the superintendent, the principal, or the arts department chairs, and review your district's strategic plan and graduation requirements.

Kindergarten ... *Paint a picture, move in place...*

Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Move in place (bend, stretch, balance...) and across space (hop, step...). Repeat and vary a simple dance “phrase” (a movement or set of

movements). Change movements in response to changes in tempo (timing).

- **Music:** Sing alone and with a group. Play simple melodies on classroom instruments (such as a xylophone). Sing or play improvised music (for example, make up a song during imaginative play). Identify sounds that

are higher/lower in pitch, faster/slower, and louder/softer. Recognize steady beat and rhythm.

- **Theatre:** Tell stories through dramatic play. With classmates, choose characters for a play. (“If you’re going to be the person in the store, I’ll be the person who comes in to buy something.”) Choose props (objects used on stage) and costumes for people and animals.
- **Visual arts:** Use color, shape, and line to express ideas in paintings and drawings. Construct three-dimensional works using clay, paper, and other materials. Use repeated shapes to create patterns. Identify basic colors and basic shapes.

Communicate meaning through creating works of art. For example:

- Create a dance phrase to express an emotion.
- Improvise sounds to express the feelings in a poem read out loud.
- Act out a story.
- Draw a picture to illustrate a fact (“my family”).

Review and revise while creating works. (“I’m going to add fingers to the person I drew.”)

The Arts in the Context of History and Culture

Experience arts from different cultures, countries, and time periods. Begin to recognize differences (African tribal dancing compared to an Irish jig, for example).

Critical Response

Share observations and impressions of artworks. (“The music was quiet and then it got loud.”)

Compare artworks. (“This picture looks like a real person. That one doesn’t.”)

Begin to classify artworks (for example, the sound of stringed instruments versus the sound of brass instruments).

Recognize that artworks serve different purposes (for example, a ceramic bowl and a painting, a lullaby and a march).

Aesthetic Response

Share personal responses to works of art. (“It was funny when the music got loud.”)

Show an increasing understanding of meaning in artworks, through creating and describing one’s own work, and observing and describing others’ work. For example:

- Explain how one kind of dance is



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different from another by contrasting the costumes, music, and energy of the movements.

- Move to music. Perform music for different purposes (a march, a class birthday party...).
- Relate the actions or feelings of a

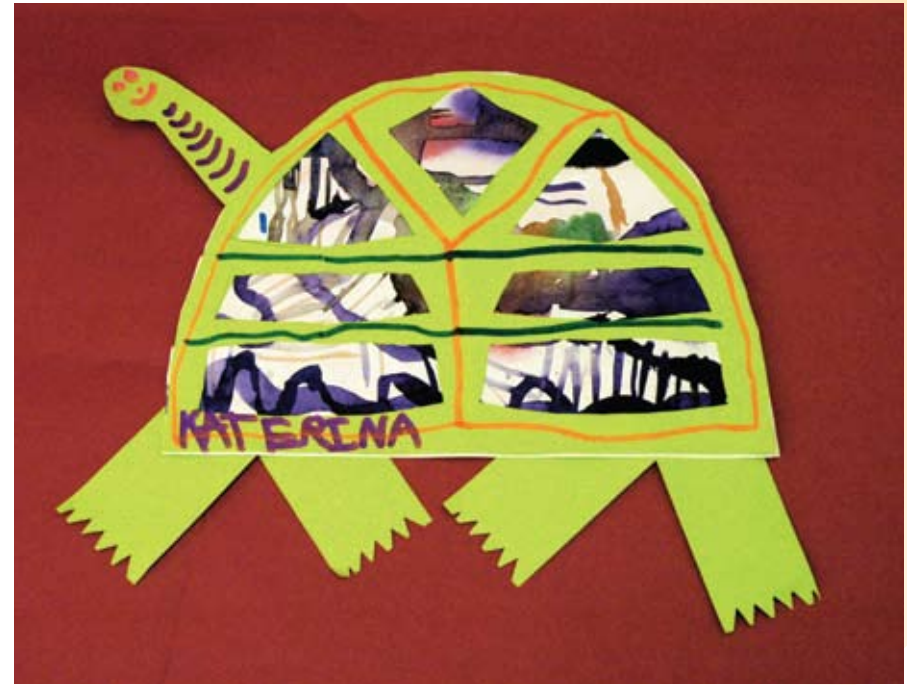
dramatized character to one's own actions or feelings. ("When I get mad, I huff and puff like the Big Bad Wolf.")

- Describe one's own favorite creation and explain why. ("I made a dog out of clay. I like it because it looks friendly.")



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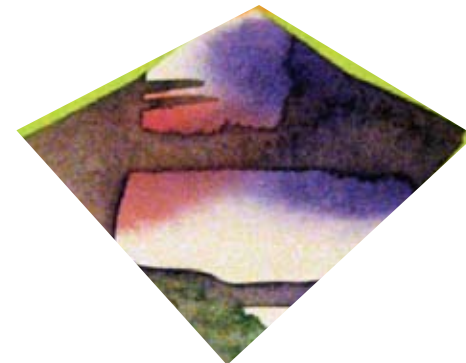
Student work



JIM REINHARD

Artist: **Katerina B.**

For this assignment, kindergarten students first painted with watercolors, exploring techniques such as mixing paints and painting on wet paper. Next, they reviewed the principle of symmetry before cutting shapes from folded paper. They created turtles by gluing together the cut shapes and their watercolor paintings. Finally, they used markers to draw features.



Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Create and perform a short dance and identify the beginning, middle, and end. Move with different levels of intensity—a *gentle* hop, a *strong* kick. Dance with a partner or a group (for example, make a formation with classmates).

- **Music:** Sing songs approaching correct pitch (in tune) and rhythm. Learn and improvise simple accompaniments on classroom instruments. Identify differences in rhythms and changes in dynamics (loud, soft, getting louder or softer). Recognize repeated musical patterns.
- **Theatre:** Dramatize familiar stories, improvise new stories, and identify the beginning, middle, and end of a dramatic work. Invent a voice and

movements for particular characters.

- **Visual Arts:** Identify primary colors (red, blue, yellow) and mix paints to form secondary colors (orange, purple, green). Use line, shape, and color to express ideas in two- and three-dimensional works. Identify texture (how something feels), focal point (main idea), and background.

Communicate meaning through creating works of art. For example:

- Show an emotion through movement.
- Tell a story with sounds.
- Invent characters for a play.
- Draw a picture that tells a story.

Create work in the style of a particular artist, or by using that artist’s techniques (such as a collage inspired by the work of Romare Bearden).

Create, perform, and exhibit artworks using both traditional technologies (chalk, block print...) and newer technologies (computer software, digital camera...).

Identify arts events that take place in schools, homes, and communities (concerts, recitals, plays, exhibits, dance performances...).

Review and revise while creating works.

- Make choices about materials and how

they are used (such as broad brush strokes in one area of a painting).

- Use problem-solving strategies while working toward a finished piece. (“We need to make sure people can hear the narrator while the music is playing.”)

The Arts in the Context of History and Culture

Know that all cultures produce or have produced works of art, throughout history, in all parts of the world. Compare and contrast art forms (such as folk dances or singing games) and elements (such as dramatized characters or visual art techniques) from different regions/cultures.

Begin to identify work by particular artists from a culture or region. (“Mary Lou Williams was a composer who lived in Pittsburgh.”) Locate artworks within a culture or region (Pennsylvania Dutch symbols, Japanese bird images).

Critical Response

Begin to understand that works of art can be described by their elements. (“Vincent Van Gogh used curved strokes in this painting.”)

Recognize differences among forms/genres within an arts area. For example, in the visual arts, know the difference between a portrait, a still life, a landscape, and



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Student work

a designed pattern (such as a fabric design); identify whether an artwork is realistic or abstract (not intended to mimic reality); identify the medium used (clay, paint on canvas...).

Describe one's own work in terms of its elements, such as repetition and variety. ("My dance has three hops in a row to make a pattern." "My xylophone piece has a fast part and a slow part.")

Aesthetic Response

Share personal responses to works of art. ("I like the way the painted flowers look like real flowers.")

Show an increasing understanding of meaning in artworks, through creating and describing one's own work, and observing and describing others' work. For example:

- Express the ideas/feelings that inspired one's own work. ("I stomped in my dance to show how I look when I'm angry.")
- Respond to ideas/feelings perceived in others' work. For example, perform a song with upbeat lyrics in a lively tempo, create gestures to portray a specific character in a dance or a dramatized story, or describe how the illustrations in a book contribute to the story.



Artist: **Emily J.**

"I liked the balls in the bot and the pink ice sculptures! I liked the balls and the bot becus of the very prite ckears!" [I liked the balls in the boat and the pink ice sculptures! I liked the balls and the boat because of the very pretty colors!]



Artist: **Louise F.**

"I liked the pink skinny glass wall and the purple stik up things The pink glass wall lokd like gelow The purple stik things lokd like purple ckandle stiks." [I liked the pink skinny glass wall and the purple stick-up things. The pink glass wall looked like jello. The purple stick things looked like purple candlesticks.]

First graders watched a film about glass artist Dale Chihuly, then visited the show "Chihuly at Phipps: Gardens & Glass" at Phipps Conservatory in Pittsburgh. In the classroom, they wrote about the show and drew their own interpretations of the work.



JULIE RIDGE

Artist: **Leah L.**

First graders painted fish from Australia's coral reef, focusing on primary and secondary colors.

... Make a costume, sing in tune...



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Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Combine different kinds of movements and vary rhythm and speed. Learn a simple sequence of dance movements that has coherence (works as a whole). Understand the teamwork needed to dance with a partner and a group.
- **Music:** Sing songs that change tempo (speed) and dynamics (loudness/softness), with correct pitch (in tune). Play an instrument from notation

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(written music). Play a simple harmony when others are playing the melody. Identify the structure of songs (such as verse/chorus) and instrumental pieces. Understand how some instruments produce sound (such as a plucked string, or air blown across a hole in a hollow tube).

- **Theatre:** Work with classmates to improvise dramatic pieces. Create sets, costumes, and props (objects used on stage) for dramatic works.
- **Visual Arts:** Mix paints, combine materials, and work in two- and three-dimensions to express ideas. Develop techniques in painting, drawing, collage, printmaking, fiber arts, sculpture in various materials, and ceramics. Understand that lines can be varied for different effects.

Communicate meaning through created works of art. For example, dramatize a concept (“Our play is about being brave”), or choose dynamics to clarify the meaning of a song.

Create work in the style of a particular artist, or by using that artist’s techniques (such as a portrait with pastels based on the work of Mary Cassatt).

Create, perform, and exhibit artworks using both traditional technologies (a violin,

a loom...) and newer technologies (electronic keyboard, illustration software...).

Review and revise while creating works.

- Make choices about materials and how they are used (such as the shake of a tambourine at the end of every verse).
- Use problem-solving strategies while working toward a finished piece. (“We need to sing louder than the instruments so people can hear the words.”)
- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Identify and describe artworks from specific cultures (such as Egyptian pyramids) and time periods (such as American songs of the western migration). Relate artworks to their cultural or historical contexts.

Begin to identify work by particular artists from a culture or region (such as Mayan potters).

Identify themes, forms, and techniques that cross cultures, such as the theme of the “trickster” in dramatized stories, blanket-weaving as a form, or wheel-thrown ceramics as a technique.



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Student work



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Recognize that in all cultures, some art forms are part of daily life (such as work songs) and some are part of ceremonial events (such as the “Star-Spangled Banner”).

Critical Response

Compare and evaluate artists’ use of elements. For example:

- Compare two genres of dance after performing them or watching a performance (such as the movements and technique involved in tap and hip hop).
- Compare the time signatures (number of beats per measure) of two forms of songs (such as a waltz and a march).
- Critique an actor’s performance, including facial expression, voice, movement, and gesture.
- Identify how color is used in visual art to create mood.

Describe the elements in one’s own work. (“I used long, slow notes in my music.”)

Aesthetic Response

Share personal responses to a work of art, verbally and in writing. (“The music reminded me of being near the ocean.”) Compare different responses to the same work of art.

Begin to express preferences for genres and styles within an arts area (such as ballet versus tap dance).

Suggest reasons for an artist’s choice of media (such as flutes rather than horns), form (a puppet show rather than a play), technique (a coil pot rather than a wheel-thrown pot), and subject matter.

Identify meaning in works of art, such as the moral of a dramatized fable. Recognize that symbols and images convey meaning, such as the repeated chime of a bell in an instrumental piece.

Describe one’s own goals for a work of art and the extent to which they were achieved. (“If I were to do this again, I would....”)



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(above)
Title: **Rabbit in a Garden**
Artist: **Justyce H.**

(left)
Title: **Self Portrait**
Artist: **Edward E.**

For this assignment, students first looked at art prints as an introduction to portrait drawing. The teacher provided mirrors, oil pastels, and pencils.

...Slide in a circle, sculpt with clay...

Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Create shapes within each dimension (up, down, in front of, behind...). Create and perform combinations of movements (for example, slide in a circle) at different tempos (speeds) and identify alternate ways of combining the same movements.
- **Music:** Create and perform songs and instrumental pieces with simple rhythmic patterns, in tune and with a steady beat. Play an instrument from notation (written music). Identify melody, harmony, rhythm, and timbre (sound quality) when listening to music. Identify musical forms (such as a round).
- **Theatre:** Experience different dramatic forms. For example, collaborate with

classmates to dramatize a fable with mime. Design and create masks, puppets, and costumes to portray characters. With classmates, write scripts that include some stage directions (“Exit stage left”).

- **Visual arts:** Use a range of processes to express ideas in paintings (watercolor, tempera...), drawings, prints, collages, sculptures, ceramics, and fiber arts, including weaving. Use line to create effects of texture (shading, cross-hatching...).

- Use problem-solving strategies while working toward a finished piece. For example, design lighting for a scene in a play that takes place at night.

- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Identify and describe art forms from specific cultures and time periods (Croatian folk dance, American clog dance...). Locate artists within a culture or region and relate artworks to their cultural or historical contexts.

Identify themes, forms, and techniques that cross cultures and historical periods (such as the use of masks and the techniques of mask-making).

Recognize that across cultures and historical periods, some art forms are part of daily life (such as ceramic bowls) and some are part of ceremonial events (such as funeral jars).

Begin to tie historical and cultural events to important developments in the arts (such as the development of spirituals in African-American cultures).

Communicate meaning through creating works of art. For example, create a mural to illustrate a community event.

Understand that within each arts area there are different genres (such as comedy and tragedy in theatre) and different styles (such as the comedic styles of Charlie Chaplin and Chris Rock). Create artworks in different genres and styles.

Create, perform, and exhibit artworks using both traditional technologies (such as puppets) and newer technologies (such as images from the Internet).

Review and revise while creating works.

- Make choices about materials and how they are used (for example, an actor changing hats to represent different characters).



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Critical Response

Recognize that artists choose specific elements to communicate ideas, experiences, and moods. Describe the elements in one's own work. ("My dance has sharp movements in a small area of space.")

Understand that a work of art can be analyzed in terms of its form (such as the use of color in a painting), the context in which it was produced or the artist's intent (such as an expression of patriotism), and/or the critic's personal response to it.

Recognize the processes involved in art criticism, including comparing and contrasting, analyzing, interpreting ("I think the artist was trying to..."), and evaluating and forming opinions ("The sequel is better than the first movie because...").

Begin to develop criteria for assessing the quality of a performance or exhibit. ("A good actor makes you forget you're watching a play.")

Aesthetic Response

Communicate a meaningful response to a work of art, verbally and in writing. Compare different responses to the same work of art.

Express preferences for styles within an art form (landscapes by Georgia O'Keeffe versus landscapes by Andrew Wyeth, for example).

Suggest reasons for an artist's choice of media (such as chalk on paper rather than paint on canvas), form (a waltz rather than a minuet), technique

Student work

The image shows a musical score for a piece titled "Cat, Autumn, Neighborhood, Dog, Yell!". The score is written for two parts: "Voices" and "Finger Cymbals / Sand Blocks". Both parts are in 4/4 time. The "Voices" part consists of two lines of music, each with a treble clef and a key signature of one flat. The lyrics "Cat, Au-tumn, Neigh-bor-hood, Dog, Yell!" are written below the notes. The "Finger Cymbals / Sand Blocks" part consists of two lines of music, each with a bass clef and a key signature of one flat. The notes are placed on the lines to represent rhythmic patterns. The score includes repeat signs and a double bar line at the end of each line.

Cat
Autumn
Neighborhood
Dog
Yell

A third grade class wrote an acrostic poem (the first letters of each line spell a word), then wrote music for it. Each line was recorded as an "ostinato" (a repeated melodic or rhythmic pattern), using either voices or instruments. The teacher used sequencing software to layer the ostinati (plural of ostinato) for the final product.

To hear the piece, go to www.artsedcollaborative.org.

(narration rather than dialogue in the opening scene of a film), and subject matter.

Identify meaning in works of art (such as the plot of a story told through dance). Recognize that symbols and images convey meaning (such as light in the sky in a painting, or an actor's black cape).

Describe one's own goals for a work of art and the extent to which they were achieved. ("If I were to do this again, I would...")

Discuss an artwork in the context of art's place in society (for example, Dorothea Lange's photographs that documented people's lives during the Great Depression).



GREG BLACKMAN

Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Perform dances with beginnings, middles, and ends. Improvise

extended movement phrases (sets of movements), using smooth transitions. Dance with concentration and physical control. Begin to understand the process of choreography (the art of creating a dance).

- **Music:** Read, write, compose, and arrange music using a variety of sounds (hand claps, electronic sounds...). Sing and play instruments alone and in groups with correct pitch (in tune) and tempo (speed). Play a contrasting part on an instrument. Identify differences in rhythms.

- **Theatre:** With classmates, write scripts and stage dramatic pieces (designing and selecting/creating scenery, movement, lighting, costumes, masks...). Use gestures and actions to show a character's traits (fearfulness, stinginess...). Retell a story using different styles (comic, sarcastic...).

- **Visual Arts:** Use a range of processes to express ideas in paintings, drawings, prints, collages, sculptures, ceramics, and fiber arts. Use line to show contour (suggesting three-dimensional shape) and tints and shades of color to show aerial perspective (suggesting distance).

Communicate meaning through creating works of art. For example, tell a story through mime.

Understand that within each arts area there are different genres and styles, such as "Photorealism" and "Impressionism" in visual art. Create, perform, and exhibit artworks in different genres and styles (such as a portrait in the Cubist style).

Create, perform, and exhibit artworks using both traditional technologies (such as pen and ink) and newer technologies (music composition software, scanned images...).

Review and revise while creating works.

- Make choices about materials and how they are used (such as beginning an instrumental piece with two recorders playing in unison).
- Use problem-solving strategies while working toward a finished piece (such as experimenting with cloth of different strengths for a work of fiber art).
- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Relate works of art to their historical, cultural, social, and/or geographical contexts. For example, relate courtly dancing and square dancing to their time periods and to the social classes of the dancers.

Identify, describe, and analyze important Pennsylvania artists, contemporary and historical. For example, compare Cecilia Beaux's portraits to Mary Cassatt's portraits.



GREG BLACKMAN

Begin to understand that art forms develop over time (such as sand dancing to soft shoe to tap).

Identify a cultural style by listening (such as *African* drumming) or viewing (such as *Navajo* weaving).

Identify themes, forms, and techniques that cross cultures and historical periods, such as the theme of a firebird in dramatized folktales and visual art, the verse/chorus form of song, or stage make-up as a technique for characterization.

Recognize that across cultures and historical periods, some art forms are part of daily life (such as music on the radio) and some are part of ceremonial events (such as music at a wedding).

Critical Response

Identify specific elements that artists chose to communicate ideas, experiences, and moods. Describe the elements in one's own work. ("The mask I made, the costume I chose, and the way I sneaked onto the stage showed the audience that they shouldn't trust my character.")

Understand that a work of art can be analyzed in terms of its form (such as a theme and variations in music), the context in which it was produced or the artist's intent (such as a dance team performance at a game), and/or the critic's personal response to it.

Recognize the processes involved in art criticism, including comparing and contrasting, analyzing, interpreting ("I think the artist was trying to..."), and evaluat-

ing and forming opinions ("Salsa music really makes people want to dance").

Begin to develop criteria for assessing the quality of a performance or exhibit. ("That landscape is interesting because it uses colors that you wouldn't expect, like purple trees.")

Aesthetic Response

Communicate a meaningful response to a work of art, verbally and in writing. Compare different responses to the same work of art.

Explain preferences for a certain style within an art form based on knowledge of the form's elements. ("I like gospel music because I like voices singing in harmony.")

Suggest reasons for an artist's choice of media (such as puppets rather than human actors), form (modern dance rather than ballet), technique (strumming a guitar rather than finger-picking), and subject matter.

Identify meaning in works of art (how the posture of a sculpted figure shows the figure's personality, for example). Recognize that symbols and images convey meaning (such as a repeated gesture in a dance).

Describe one's own goals for a work of art and the extent to which they were achieved. ("If I were to do this again, I would...")

Discuss an artwork in the context of art's place in society (for example, a television documentary that prompts viewers to donate to a cause).

Student work



JUDY VERZELLA



Artists: Chyanne S., Mindy L., Tyrique J., LeOndre J.

Fourth graders took the roles of a college professor, a principal, a comedian, and a soldier, in a musical about careers.



JULIE RIDGE

Artist: Allison F.

After studying the art of Australian Aborigines, fourth graders created snakes with similar patterns, focusing on repeating the elements of the pattern accurately.

...Dance with a partner,
write a script...



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Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Choreograph (create) dances with classmates. Improvise a dance phrase (a movement or set of movements). Perform dances alone, with partners, and in groups, showing focus and coordination.
- **Music:** Read, write, compose, and perform music, using a variety of genres, rhythmic patterns, and sound sources (voice, drum, foot stomps...). Play chords on classroom instruments. Sing in tune, varying loudness/softness. Play and sing contrasting parts (sing the harmony while others sing the melody, for example). Identify musical forms (such as a waltz) by ear.
- **Theatre:** Develop characters by observing people and situations. Act alone and with others, showing concentration and control. With classmates, develop scripts that include conflicts and resolutions. Begin to develop directing skills. Explore blocking (the plan for actors' movements on stage).
- **Visual Arts:** Use a range of processes to express ideas in paintings, drawings, prints, collages, sculptures, ceramics, fiber arts, and mixed media. Extend

processes and ideas. For example, create an abstract composition based on real objects, such as representing fruit in a bowl with geometric shapes.

Communicate meaning through creating works of art. For example, compose and arrange music to accompany a poetry reading.

Create, perform, and exhibit artworks in different genres, and artworks inspired by the styles of particular artists (such as a dance inspired by Gregory Hines or Savion Glover, or a story painting in the style of Faith Ringgold).

Create, perform, and exhibit artworks using both traditional technologies (such as hand-building with clay) and newer technologies (such as digital images).

Review and revise while creating works.

- Make choices about materials and how they are used (such as a shadow play for one scene in a dramatic work).
- Use problem-solving strategies while working toward a finished piece (such as using the left foot instead of the right in a dance).
- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Relate works of art to their historical, cultural, social, and/or geographical contexts (for example, Aboriginal “dream paintings” in Australia used to document stories for future generations).

Analyze a work of art from a cultural or historical perspective (for example, a political cartoon).

Identify, describe, and analyze the work of important Pennsylvania artists, contemporary and historical. For example, research the Pittsburgh-based National Negro Opera Company.

Understand that art forms develop over time (such as glass art produced in a studio rather than in a factory).

Identify a cultural style by listening (such as *Native American* musical rhythms) or viewing (such as *Chinese* landscape painting).

Identify themes, forms, and techniques that cross cultures and historical periods, such as the theme of war in all arts areas, a symphony as a musical form, or masks as a technique for portraying characters in a dance or dramatic work.

Critical Response

Identify specific elements that artists chose to communicate ideas, experiences, and moods. Describe the elements in one's own work. ("I played the melody on the piano, in 3/4 time. I varied the rhythm with hand claps.")

Understand that a work of art can be analyzed in terms of its form (such as mime in theatre), the context in which it was produced or the artist's intent (such as an advertisement), and/or the critic's personal response to it.

Recognize the processes involved in art criticism, including comparing and contrasting, analyzing, interpreting ("I think the artist was trying to..."), and evaluating and forming opinions ("After listening to a recording of our choir, I don't think the altos are loud enough").

Begin to develop criteria for assessing the quality of a performance or exhibit. ("A choreographed dance should have some parts that are similar and other parts that are different, but the whole thing should go together.")

Aesthetic Response

Communicate a meaningful response

to a work of art, verbally and in writing. Research and compare different responses to the same work of art.

Suggest reasons for an artist's choice of media (such as a quilt rather than a painting), form (film photography rather than digital photography), technique (speaking directly to the camera rather than using voiceover), and subject matter.

Identify meaning in works of art (such as the story told through music and dance in Pyotr Tchaikovsky's ballet *The Nutcracker*). Identify and compare ways that symbols and images convey meaning in specific artworks (such as the sky in Edvard Munch's painting *The Scream*).

Describe one's own goals for a work of art and the extent to which they were achieved. ("If I were to do this again, I would...")

Discuss an artwork in the context of art's place in society (for example, folk songs that describe poor conditions for workers).

Student work



JIM REINHARD

Artist: Abby G. (left)

Artist: Ella C. (right)

As part of a school-wide theme on the United States of America, fifth graders created representations of "Uncle Sam." After discussing the human form, movement, and basic facial proportions, they used oak tag, papier-mâché, modeling clay, and paint to make their sculptures.

Artists' statement: The reason we made Uncle Sams was for our school's theme: "From sea to shining sea." Abby made hers the opposite of the flag (like making blue stripes instead of red like the flag) because she wanted hers to be unique. Ella made hers like the flag to show what she thought Uncle Sam would look like. She wanted hers to be different but like something anyone could recognize.



GREG BLACKMAN

...Draw a portrait,
sing in harmony...

Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Choreograph (create) and memorize dances, coordinating movements with various musical rhythms and genres. Improvise complex dance phrases (sets of movements). Perform alone and with others. Demonstrate

partner skills such as leading and following.

- **Music:** Compose and arrange music in various genres. Improvise melodies with voice and instruments. Sing and play from written music, in tune, with correct rhythm and a steady beat. Sing scales in major keys; sing with others in two-part harmony. Identify orchestral instruments by ear. Recognize

differences in timbre (sound quality).

- **Theatre:** Write and perform scenes that include monologues (one character speaking for an extended period), dialogue, and action. Develop characters using sensory recall (drawing on past personal experiences). Show a range of characters by varying physical stance and voice. Contribute to the technical production (selecting/designing scenery, costumes, lighting...). Develop directing skills for live theatre and film/video/electronic media.
- **Visual Arts:** Use a range of processes to express ideas in paintings (watercolor, acrylic...), drawings, prints, collages, sculptures, ceramics, fiber arts (stitching, weaving, quilting...), and mixed media. Use line and color to show perspective (the illusion of distance and depth). Extend processes and ideas. For example, use perspective in a fantasy landscape.

Create a work of art to communicate a point of view or express a theme. For example, make a video of a political demonstration.

Create, perform, and exhibit artworks in different genres, and artworks inspired by the styles of particular artists (such as painting in the style of Keith Haring).

Create, perform, and exhibit artworks using both traditional technologies (such as shadow puppets) and newer technologies (such as computerized lighting design).

Review and revise while creating works.

- Make choices about materials and how they are used (such as combining photographs and cut paper in a collage).
- Use problem-solving strategies while working toward a finished piece (such as editing a script for a smoother transition between scenes).
- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Relate works of art to their historical, cultural, social, and/or geographical contexts. For example, explain the role of songs such as “Follow the Drinking Gourd” in the Underground Railroad.

Analyze a work of art from a cultural or historical perspective (for example, Pablo Picasso’s *Guernica*).

Identify, describe, and analyze the work of important Pennsylvania artists,



GREG BLACKMAN

contemporary and historical. For example, suggest reasons for the popularity of Philadelphia-born actors Kevin Bacon and Will Smith.

Understand that art forms develop over time. For example, compare music played on a harpsichord, a piano, and an electronic keyboard.

Identify a cultural style by listening (such as *Nigerian* pop music) or viewing (such as *Japanese* animation).

Identify themes, forms, and techniques that cross cultures and historical periods, such as the theme of romantic love in all arts areas, a one-act play as a form in theatre, and printing on fabric as a technique in visual arts.

Critical Response

Identify specific elements that artists chose to communicate ideas, experiences, and moods.

Describe the elements in one's own work. ("In my self-portrait, my arm is in the foreground, my face is in the middle ground, and a pattern of abstract shapes forms the background.")

Recognize the processes involved in art criticism, and critique artworks.

- Analyze an artwork in terms of its form (a wheel-thrown ceramic bowl, for example), the context in which it was produced or the artist's intent (such as satire), and/or one's own personal response.
- Compare and contrast artworks.
- Interpret artworks ("I think the artist was trying to...").

continued on page 18

Student work



GREG BLACKMAN

Title: Mythical Forest

Artist: Latrice M.

Artist's statement: My collograph [print] is made of drawing paper and stencils. The reason why I named it mythical forest is because the forest is alive and well. It tells its own story. The forest is in Africa, where the fun never ends and a girl learns about the jungle. It gives me a happy mood, the forest, a bird searches for anyone in danger.

Middle grades students in a dance program wrote on the topic "Why I Love Dance."

Why I Love Dance

Dance...helps me when I am mad. I just dance and my feelings go away. Dance to me can be fun and crazy or calm and sweet, but it can also be hard and sweaty. ...Dance and I are like a perfect couple.

Artist: Caitlin M.

Dancing to me is movements of feelings. Dancing lets me show my feelings through my motions without speaking. ...When I have a good performance, it makes me feel extraordinary. ...Dancing has become a part of me.

Artist: AJ L.

Anyone can dance. It's just that people like me want more.

Artist: Kiana D.

grade 6

continued from page 17

- Evaluate artworks and form opinions. (“Seeing a musical live is better than seeing a musical on film because....”)

Develop criteria for assessing the quality of a performance or exhibit. (“A painting doesn’t have to be pretty, but it should make you think.”)

Aesthetic Response

Communicate a meaningful response to a work of art, verbally, in writing, and through other arts areas (for

example, create a dance inspired by a work of visual art).

Research and compare different responses to the same work of art.

Suggest reasons for an artist’s choice of media (such as pencil rather than charcoal), form (monologue rather than dialogue in theatre), technique (a syncopated rhythm rather than a steady rhythm), and subject matter.

Identify meaning in works of art

(such as the reason for detail in Beatrix Potter’s botanical paintings). Identify and compare ways that symbols and images convey meaning in specific artworks (such as the swans in Pyotr Tchaikovsky’s ballet *Swan Lake*).

Describe one’s own goals for a work of art and the extent to which they were achieved. (“If I were to do this again, I would....”)

Discuss an artwork in the context of art’s place in society (for example, rock music and social change in the 1960s).



GREG BLACKMAN

Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Choreograph (create), memorize, and perform solo and group dances that have variety (for example, in body shapes and the use of space). Improvise and perform complex sequences of movements, showing focus, control, and increasing accuracy.
- **Music:** Read, write, sing, and play music in different meters (2/4 time, 6/8 time...). Transcribe (write down) a rhythmic pattern after hearing it. Sing and play improvised melodies and harmonies. Recognize intervals (the difference in pitch between two notes) and chord patterns. Play instruments with control (holding a violin bow accurately, for example).
- **Theatre:** Write scripts with interrelated characters. Collaborate with classmates to portray characters' relationships on stage and to create conflict and suspense. Respond to a director; direct other actors. Contribute to all the technical aspects of a production—scenery, set construction, lighting, sound, costumes, make-up and props (objects used on stage).



JAMIE BRUSH

- **Visual Arts:** Use a range of processes to express ideas in paintings (watercolor, acrylic...), drawings, prints (lithograph, silkscreen...), collages, sculptures, ceramics, fiber arts, and mixed media. Explore color relationships and palettes.

Extend processes and ideas. For example, create a mixed media work with an interesting arrangement of elements, highlighting the design principle of balance.

Middle grades students prepare to perform a play.

continued on page 20

continued from page 19

Create a work of art to communicate a point of view or express a theme. For example, write a script based on a current event.

Create, perform, and exhibit artworks in different genres, and artworks inspired by the styles of particular artists (such as animation in the style of Tim Burton's film *The Nightmare Before Christmas*).

Create, perform, and exhibit artworks using both traditional technologies (such as print-making) and newer technologies (such as digital animation).

Review and revise while creating works.

- Make choices about materials and how they are used (such as dimming the lights to signify the end of a scene).
- Use problem-solving strategies while working toward a finished piece (such as bringing dancers on stage at a different point in the music).
- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Relate works of art to their historical, cultural, social, and/or geographical contexts. For example, relate ragtime



GREG BLACKMAN

music to its time period.

Analyze a work of art from a cultural or historical perspective (for example, Arabic calligraphy and Islamic cultural beliefs).

Identify, describe, and analyze the work of important Pennsylvania artists, contemporary and historical. For example, discuss the social impact of Philadelphia-born Marian Anderson's singing performance on the steps of the Lincoln Memorial in 1939.

Understand that art forms develop over time. For example, compare film photography to digital photography.

Identify a cultural style by listening (such as *Indian* classical music) or viewing (such as *Southwestern* American visual art).

Identify themes, forms, and techniques that cross cultures and historical periods, such as the theme of interiors in visual art, the ballad as a musical form, and percussive dancing (tap, Irish step dance...) as a technique.

Critical Response

Identify specific elements that artists chose to communicate ideas, experiences, and moods.

Describe the elements in one's own

work. ("In the second part of my composition, I repeated the melody but changed it from a major to a minor key.") Explain how the elements express ideas and/or emotions.

Recognize the processes involved in art criticism, and critique artworks.

- Analyze an artwork in terms of its form (a hand-built clay pitcher, for example), the context in which it was produced or the artist's intent (to commemorate a person or event, for example), and/or one's own personal response.
- Compare and contrast artworks.

- Interpret artworks (“I think the artist was trying to...”).
- Evaluate artworks and form opinions. (“The graphics in this computer game aren’t very good because....”)

Develop criteria for assessing the quality of a performance or exhibit, taking into account the style or genre of the work. (“In a music video, the action should go with the music.”)

Aesthetic Response

Communicate a meaningful response to a work of art, verbally, in writing, and through other arts areas (for example, compose music inspired by a sculpture).

Research and compare different responses to the same work of art.

Suggest reasons for an artist’s choice of media (such as oil pastels rather than paint), form (blues rather than hip hop), technique (dancing with a partner rather than solo), and subject matter.

Identify meaning in works of art (such as how suffering is portrayed in Frida Kahlo’s self-portraits). Identify and compare ways that symbols and images convey meaning in specific artworks (such as the use of particular instruments and musical themes to represent animals in Sergei Prokofiev’s *Peter and the Wolf*).

Describe one’s own goals for a work of art and the extent to which they were achieved. (“If I were to do this again, I would....”)

Discuss an artwork in the context of art’s place in society (for example, Maya Lin’s *Vietnam Veterans Memorial Wall*).

Student work

American Tour

Artist: **Mark S.**
Title: **American Tour**

Mark S., who has cerebral palsy, composes music using both commercial and assistive technology. He created “American Tour” on Sibelius music composition software, which he accesses through head switches attached to a Dynavox communication device.

To hear the piece, go to www.artsedcollaborative.org.



Student: **Lewis T.**

A seventh grader wrote about Vincent Van Gogh’s painting The Starry Night (left), in a critically/aesthetic response.

What I see in this picture is that it is a very peaceful night in a town and the sky is full of stars that light up the town. I like the way he used the colors because the whole picture is dark but he made the stars so light that it gave it a peaceful feeling. I think it’s trying to show that the world should be peaceful and there shouldn’t be any violence and such. Yes I like this picture because it makes me feel calm.

...Illustrate a story...

Production, Performance, Exhibition

Create works of art and recognize the elements (building blocks) of each arts area. For example:

- **Dance:** Choreograph (create) and memorize dances with different combinations of tempos (speed), use of space, and energy levels. Improvise dance sequences; transfer visual patterns and musical rhythms to dance movements. Perform alone, with a

partner, and in groups. Contribute to the technical aspects of a dance production (sound, lighting, costumes...).

- **Music:** Sing and play at least one instrument alone and in groups. Improvise, compose, arrange, and perform music in a variety of styles and genres, using different sound sources (crystal glasses, electronic sounds...). Play and sing melodies and harmonies from memory;

improvise variations on melodies. Sing scales and play chords in minor keys. Read and write music in the treble and bass clefs, using standard music notation (key signature, time signature, symbols for rests...).

- **Theatre:** Portray a range of character types, and respond to other actors, using voice, gesture, physical stance and movement. Write scripts with believable characters, action, dialogue, conflict, and subplots. Direct live theatre and film/video/electronic media. Create a unified design for a scene (set, lighting...).
- **Visual Arts:** Use a range of processes to express ideas in paintings (watercolor, acrylic...), drawings, prints, collages, sculptures (carving, assemblage...), ceramics, fiber arts (stitching, weaving, quilting...), and mixed media. Create self-portraits in various media. Extend processes and ideas. For example, experiment with changing proportion (the scale, such as the size of the head compared to the feet in a figure drawing) to change the focus or main idea of a work.

Create a work of art to communicate a point of view or express a theme. For example, make a video about students' transition to high school.

Create, perform, and exhibit artworks in different genres, and artworks inspired by the styles of particular artists (such as a children's story illustrated in the style of Eric Carle's *The Very Hungry Caterpillar*).

Create, perform, and exhibit artworks using both traditional technologies (such as paint on canvas) and newer technologies (such as video).

Review and revise while creating works.

- Make choices about materials and how they are used (contrasting the color of dancers' costumes with the color of the backdrop, for example).
- Use problem-solving strategies while working toward a finished piece (such as transposing a piece of music into another key).
- Recognize that a finished work of art is often the result of a process that includes practicing, rehearsing, drawing sketches, or making models.

The Arts in the Context of History and Culture

Relate works of art to their historical, cultural, social, and/or geographical contexts. For example, describe the conditions that led to the Impressionist movement in visual art.

continued on page 24



GREG BLACKMAN

Student work



Artist: **Melissa F.**
Title: **Furious**

For this assignment, eighth graders selected a monochromatic color scheme (one color) for a portrait showing an emotion. They used distortion and exaggeration to emphasize the chosen emotion.



Artist: **Natalia B.**
Title: **Ninja Knockout Burritos**

My Logo

In this project, we were asked to create our own logo for a business or a company. We had to use our initials in the logo, which would be our company name. Along with a name, the logo needed a design or a picture to go along with it. We needed to draw our final design twice, one big and one small. Then we had to incorporate our logo into two real world appliances such as a t-shirt or a hat. Lastly, we were required to present our finished work on a poster board.

...I decided to go with the logo 'Ninja Knockout Burritos'. I came up with several pictures that could represent it. I decided that I wanted some sort of cartoon looking character that had to do with ninjas and burritos. So I decided to make a human looking burrito that was also a ninja. Then I drew my logo three times, each with a different color variation. I picked the red and green one because I liked how those colors looked together.

Throughout this project, my logo changed a lot. I started out with just a plain burrito, which had my initials on it. But I wanted to make it more appealing. I decided to go with a burrito that resembles a

ninja so I would be incorporating the picture with my company name. Another thought I had was to do my logo in markers. But I decided that when it came time for the smaller version, it would smudge. So I decided to create my logo with colored pencils. I had a color variation with a blue bandanna at first and the letters that matched it. But I didn't think it was very definite. I tried red and I liked that a lot better. So that's the burrito I decided to use.

In the process of creating my project, I learned a few things about designing a logo and being a graphic designer. It takes a lot of tries to make the final logo, and you can't succeed in the first try. You will always find something that has to be changed about your logo, even if it's something as small as the spacing of the letters. Also, your logo should be simple and to the point so that people can read it on advertisements and bulletin boards in 15 seconds at the most. A graphic designer may have a fun and enjoyable job, but he or she has to be exact and precise. All the elements of the logo have to line up and nothing can be out of place, otherwise no one will want your logo.

continued from page 22

Analyze a work of art from a cultural or historical perspective (for example, how Andy Warhol's painting of a Campbell's soup can raised the question, "What is art?").

Identify, describe, and analyze the work of important Pennsylvania artists, contemporary and historical. For example, identify the musicians associated with "Philly soul" and describe the Philly soul sound.

Understand that art forms develop over time. For example, compare a performance of a Shakespeare play in Elizabethan England to a contemporary performance of Shakespeare.

Identify a cultural style by listening (such as music of the *Andes*) or viewing (such as *Spanish* flamenco dancing).

Identify themes, forms, and techniques that cross cultures and historical periods, such as the theme of conflict in all arts areas, a song in the verse/chorus form, and wood carving as a technique.

Critical Response

Identify specific elements that artists chose to communicate ideas, experiences, and moods.

Describe the elements in one's own work. ("I used still images and live action in my video.") Explain how the



GREG BLACKMAN

elements express ideas and/or emotions.

Recognize the processes involved in art criticism, and critique artworks.

- Analyze an artwork in terms of its form (a movement in a symphony, for example), the context in which it was produced (for a competition, for example) or the artist's intent, and/or one's own personal response.
- Compare and contrast artworks.
- Interpret artworks ("I think the artist was trying to...").
- Evaluate artworks and form opinions. ("I liked the feeling of freedom in the dance.")

Develop criteria for assessing the quality of a performance or exhibit, taking into account the style or genre of the work. ("The lighting for a scene in a play should help create the mood.")

Aesthetic Response

Communicate a meaningful response to a work of art, verbally, in writing, and through other arts areas (for example, create a visual artwork inspired by a dance).

Research and compare different responses to the same work of art.

Suggest reasons for an artist's choice of media (such as street shoes rather than ballet slippers), form (opera rather than musical theatre), technique (painting

with a palette knife instead of a brush), and subject matter.

Identify meaning in works of art (such as the relationship between color and emotion in a Mark Rothko painting). Identify and compare ways that symbols and images convey meaning in specific artworks (such as the ring in Peter Jackson's film *Fellowship of the Ring*).

Describe one's own goals for a work of art and the extent to which they were achieved. ("If I were to do this again, I would...")

Discuss an artwork in the context of art's place in society (for example, Lorraine Hansberry's play *A Raisin in the Sun* and the civil rights movement).

Assessment in the arts: How teachers grade student work

In many schools, parents lack meaningful information about assessment. In the arts, where much seems to depend on viewers'/listeners' opinions, parents may feel especially uninformed. How do teachers judge the value of students' original work? What kinds of tests do they use? What do report card grades mean?

Arts teachers use a variety of assessments that go beyond paper and pencil tests, including "performance assessment" (when students are challenged to complete a task directly related to their learning, such as playing a musical piece for a grade) and "portfolio assessment" (when students are graded on work assembled to show progress over time, such as a visual arts portfolio). Arts teachers also help students learn to assess their own work, through artists' statements that ask them to reflect on challenges encountered while creating works, or by using rubrics (scoring guides) that require them to rate their own work according to criteria. Such "self-assessment" has been called the true goal of assessment, for any subject area.

Following are examples of assessment tasks with information about how teachers might score or grade them. In all cases, teachers should ensure that students understand the criteria (the expected level of quality) *before* they begin working.

Task: Create an original work within guidelines. For example, use oil pastels to create a portrait with correct proportions.

Scoring/grading: Along with whether or not the work met guidelines, the teacher might evaluate the elements in the work, such as the use of space, color, line, and texture. For example, did the student use those elements to make the face the focal point of the work, or is it overwhelmed by the background?

Task: Interview someone from a local cultural arts organization (such as an ethnic dance troupe) and make a presentation to the class.

Scoring/grading: The teacher might evaluate whether or not the student described how the art form reflects aspects of the culture—for example, by explaining the relationship between dance techniques and certain cultural beliefs.

Task: Participate in a critique of a classmate's work in any arts area.

Scoring/grading: The teacher might evaluate to what extent the student participated, supported his or her statements by referring to elements in the work, and made constructive comments (comments focused on improvement).

World Music Drumming Self-Assessment Form

SCORE THE GROUP	1	2	3	4	5
Large drum					✓
Medium drum				✓	
Small drum					✓
Cowbell					✓
Shekere [a dried gourd with attached beads]					✓
gankogui [a set of two iron bells]				✓	
Overall Ensemble Rating (1 = low 5 = high)					✓
SCORE YOUR OWN PLAYING					
I use correct hand technique (alternating hands)					✓
I play with a steady and consistent rhythm					✓
I maintain my independence from other parts					✓
I interact with the group (watch and am aware of others?)				✓	
I maintain focus and concentration					✓
I play with good posture				✓	
I am able to listen to others while playing my own part					✓
Overall Personal Rating (1 = low 5 = high)				✓	

RUBRIC RATING SCALE

• Student(s) play(s) part correctly—

1 = never 2 = once in a while 3 = about half of the time

4 = most of the time 5 = always

One example of self-assessment

To see a video of students drumming, go to www.artsedcollaborative.org.



GREG BLACKMAN

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The Arts Education Collaborative is solely responsible for the content of this handbook.

The mission of the Arts Education Collaborative is to foster student creativity and achievement in, with and through the arts.



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 Americans for the Arts: www.americansforthearts.org
 Arts Education Collaborative: www.artsedcollaborative.org
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 National Association for Music Education: www.menc.org
 National Dance Association: www.aahperd.org/nda
 Parent Teacher Association: www.pta.org
 Pennsylvania Council on the Arts: www.pacouncilonthearts.org
 Pennsylvania Department of Education: www.pde.state.pa.us (to view the K-12 standards, click on Pre K-12 Education, then Curriculum and Instruction, then Arts and Humanities, then Standards)
 Pennsylvania Learning Standards for Early Childhood: www.pde.state.pa.us (click on Pre K-12 Education, then Early Childhood, then Early Childhood Education Standards)
 Pennsylvania Visual Artists: www.pennartists.com (created by a teacher for teachers, but also of interest to parents)

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