

## **Bowie Fine Arts Academy**

### **Fine Arts Standards**

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### **Bowie Fine Arts Academy Art Standards**

#### **Fourth-grade Art Standards**

##### **Artistic Perception**

Fourth-grade art students will:

- \*\*\*perceive and describe contrast and emphasis in works of art and in the environment
- \*\*\*describe how negative and positive shapes/forms are used in work of art
- \*\*\*identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue)
- \*\*\*describe proportion (in face, figure)
- \*\*\*describe the elements of art (e.g. color, shape/form, line, texture, space, value).

##### **Creative Expression**

The fourth-grade art student will:

- \*\*\*use shading (value) to transform a two-dimensional shape to three-dimensional shape (e.g. circle to sphere)
- \*\*\*use additive and subtractive processes in making simple sculptural forms
- \*\*\*use accurate proportions to create a portrait
- \*\*\*use contrast (light and dark) in artwork

\*\*\*use and describe primary, secondary, neutral colors to show contrast and emphasis.

### **Historical and Cultural Context**

The fourth-grade art student will:

\*\*\*describe how art plays a role in reflecting life (architecture, photography, etc.)

\*\*\*identify and discuss content of works of art (past and present, different cultures, and UIL participation).

### **Fifth-grade Art Standards**

#### **Artistic Perception**

The fifth-grade art student will:

\*\*\*identify and describe principles of design in art compositions

\*\*\*identify and describe representational and abstract art

\*\*\*use all elements of art. (Color, value, line, space, form, shape).

#### **Creative Expression**

The fifth-grade art student will:

\*\*\*use one-point perspective to create illusions of space

\*\*\*create gesture and contour drawings

\*\*\*demonstrate beginning skill of digital imagery (e.g., computer-generated art, digital photography, etc.)

\*\*\*create an abstract work

\*\*\*use perspective in artwork

\*\*\*communicate values/opinions/personal insights through artwork.

## **Historical and Cultural Content**

The fifth-grade art student will:

\*\*\*describe how galleries and museums contribute to the conservation of art

\*\*\*identify and describe various fine, traditional and folk art (UIL participation)

\*\*\*view selected art and observe materials and styles.

## **Sixth-grade Art Standards**

### **Artistic Perception**

The sixth-grade art student will:

\*\*\*identify and describe and use **all** elements and principles of art

\*\*\*discuss works of art as to theme, genre, style, idea and mediums

\*\*\*describe how balance is used effectively in art.

### **Creative Expression**

The sixth-grade art student will:

\*\*\*use various drawing skills to depict subject matter

\*\*\*apply rules of two-point perspective

\*\*\*create drawings using varying tints, shades and intensities

\*\*\*create increasingly complex art, reflecting increased technical skill

\*\*\*use technology to create works of art.

## Historical and Cultural Context

The sixth-grade art student will:

\*\*\*view selected artwork from a culture or time period and discuss theme (UIL participation)

\*\*\*compare images or designs from different cultures and time periods (IUL participation).

## **Bowie Fine Arts Academy Band Standards**

### **Fourth-grade Standards (recorder)**

#### **Content**

- \* Musical Instruments - 4.1.1(A)
- \* Musical Symbols - 4.1.1(B)
- \* Posture, Breath Support, Embouchure, Hand Position - 4.2.1(A)
- \* Rhythm, Foot Tap - 4.2.2(B)
- \* Pitch Matching - 4.2.2(A)
- \* Names of lines and spaces - 4.1.1(B)
- \* Articulation - 4.2.3(A)
- \* Books: "Be a Recorder Star"
- \* Prepare music for holiday concert, spring concert, and solo and ensemble contest - 4.2.1(B), 4.3.1(B)

#### **Skills**

The fourth-grade band/recorder student will:

- \*\*\* identify clefs, staff, notes - 4.1.1(B), 4.2.2(A)
- \*\*\* identify repeat sign - 4.1.1(B)
- \*\*\*perform individually in class - 4.2.1(A), 4.2.2(A/B)
- \*\*\* play lines out of lessons in text - 4.2.2(B)
- \*\*\*read lines out of lessons in text - 4.2.2(B)
- \*\*\*count rhythm set lines - 4.2.3(A)
- \*\*\*play "American Folk Songs" from text - 4.2.1(B), 4.3.1(C)

\*\*\*play "World Folk Songs" from text - 4.2.1(B), 4.3.1(A)

\*\*\*participate in daily tryout scoring - 4.2.1(A)

\*\*\*interpret dynamics, tempo, and articulation in concert music - 4.2.2(DC)

\*\*\*perform in holiday concert, spring concert, and solo and ensemble contest - 4.2.3(A)

\*\*\*observe fifth and sixth-grade bands and secondary bands in their performances 4.4.1(A/C).

### **Assessment**

- \* Note spelling test
- \* Theory test
- \* Constant observation of posture, embouchure, and hand position
- \* Daily tryouts
- \* Weekly chair tests
- \* Concert performance evaluation.

### **Year End Objectives**

The students will have a fundamental understanding of music theory and be able to express themselves musically through performance and thereby be prepared to become a contributing member of a performing ensemble. The strategies and elements used in reaching this goal will be as follows. The students will demonstrate proper assembly, carriage and maintenance of the instrument. The students will play the instrument demonstrating proper posture, hand position, embouchure, and mouth piece placement. The students will play given pitches demonstrating correct fingerings. The students will play given articulations demonstrating proper tongue placement and articulation patterns. The students will recognize and label the Treble Clef and parts of the music staff. The students will find examples of the generally accepted terms in a beginning band method book and explain and perform the function of each.

The students will identify and perform note and rest values and identify the listed meters and how they affect the notes and rests in each meter. The students will play individually and in a group setting, in various keys and ranges. The students will identify and perform selected lines demonstrating different styles, tempos, and articulations. The students will identify and perform songs from a variety of diverse cultures. The students will practice concert etiquette as an actively involved listener during live performances, by sitting quietly and focusing on the performance, and responding to varied live performances at the appropriate time with applause.

## **Fifth-grade Band Standards**

### **Content**

- \* Musical Instruments - 5.1.1(A)
- \* Musical Symbols - 5.1.1(B)
- \* Posture, Breath Support, Embouchure, Hand Position - 5.2.1(A)
- \* Rhythm, Foot Tap - 5.2.2(B)
- \* Pitch Matching - 5.2.2(A)
- \* Names of lines and spaces - 5.1.1(B)
- \* Articulation - 5.2.3(A)
- \* Books: "Accent on Achievement"
- \* Prepare music for holiday concert, spring concert, and solo and ensemble contest -  
5.2.1(B/C)

## Skills

The fifth-grade band student will:

- \*\*\*play long tones - 5.2.1(A)
- \*\*\*identify clefs, staff, notes - 5.1.1(B), 5.2.2(A)
- \*\*\*identify repeat sign - 5.1.1(C)
- \*\*\*perform with a characteristic sound - 5.2.1(A)
- \*\*\*perform individually in class - 6.2.1(A)
- \*\*\*play lines out of lessons in the book - 5.2.2(A/C)
- \*\*\*read lines out of lessons in book - 5.2.2(A/C)
- \*\*\*count rhythm set lines - 5.2.2(C)
- \*\*\*relate music to math (Rhythms) and science (Pitch) - 5.2.2(C/D)
- \*\*\*play "American Folk Songs" from text - 5.2.1(B), 5.3.1(D)
- \*\*\*play "World Folk Songs" from text - 5.3.1(C)
- \*\*\*daily tryout scoring - 5.4.1(A)
- \*\*\*interpret dynamics, tempo, and articulation in Concert music - 5.2.2(D)
- \*\*\*perform in holiday concert, spring concert, and solo and ensemble contest - 5.3.1(C/D)
- \*\*\*observe sixth-grade, and secondary bands in their performances 5.2.1(C), 5.4.1(A).

## Assessment

- \* Note spelling test
- \* Theory test
- \* Constant observation of posture, embouchure, and hand position

- \* Daily tryouts
- \* Weekly chair tests
- \* Concert performance evaluation.

### **Year End Objectives**

The primary objective for beginning band students is to produce a good characteristic tone by the end of the first year. The students will have a fundamental understanding of music theory and be able to express themselves musically through performance and thereby be prepared to become a contributing member of a performing ensemble. The strategies and elements used in reaching this goal will be as follows. The students will demonstrate proper assembly, carriage and maintenance of the instrument. The students will play the instrument demonstrating proper posture, hand position, embouchure, and mouth piece placement. The students will play given pitches demonstrating correct fingerings. The students will play given pitches demonstrating characteristic tone, incorporating proper use of air. The students will play given articulations demonstrating proper tongue placement and articulation patterns. The students will demonstrate knowledge of pitch tendencies of their instrument and will demonstrate an ability to adjust to other ensemble members. The students will find examples of the generally accepted terms in a beginning band method book and explain and perform the function of each. The students will identify and perform note and rest values and identify the listed meters and how they affect the notes and rests in each meter. The students will perform selected lines demonstrating different styles and articulations. The students will develop and demonstrate stability, flexibility, technique and range through warm-up exercises.

## Sixth-grade Band Standards

### Content

- \* Musical Instruments - 4.1.1 (A), 5.1.1(A)
- \* Musical Symbols - 6.1.1(B)
- \* Posture, Breath Support, Embouchure, Hand Position - 6.1.1(A)
- \* Rhythm, Foot Tap - 6.1.1(A), 6.2.1(A)
- \* Pitch Matching - 6.2.1(A)
- \* Names of lines and spaces - 6.1.1(B)
- \* Articulation - 6.1.1(B)
- \* Books: "Standard of Excellence"
- \* Prepare music for holiday concert, spring concert, and solo and ensemble contest - 6.2.1(B/C), 6.2.2(C).

### Skills

The sixth-grade band student will:

- \*\*\*play long tones - 6.1.1(A)
- \*\*\*identify clefs, staff, and notes - 6.1.1(B)
- \*\*\*identify repeat sign - 6.1.1(C)
- \*\*\*perform with a characteristic sound - 6.2.1(A)
- \*\*\*perform individually in class - 6.2.1(A)
- \*\*\*play lines out of lessons in the book - 6.2.1(A/C)
- \*\*\*read lines out of lessons in book - 6.2.1(A/C)
- \*\*\*count Rhythm set lines - 6.2.1(A), 6.2.2(B)

- \*\*\*relate music to math (Rhythms) and science (Pitch) - 6.1.1(B), 6.2.2(C)
- \*\*\*play "American Folk Songs" from text - 6.2.1(B), 6.3.1(C)
- \*\*\*play "World Folk Songs" from text - 6.2.1(B), 6.3.1(C)
- \*\*\*daily tryout scoring - 6.2.1(A), 6.2.2(A/B/C)
- \*\*\*interpret dynamics, tempo, and articulation in Concert music - 6.2.1(B), 6.2.2(C)
- \*\*\*perform in holiday concert, spring concert, and solo and ensemble contest - 6.2.1(B/C)
- \*\*\*observe secondary bands in their performances 6.3.1(B), 6.4.1(A), 6.4.1(C).

### **Assessment**

- \* Note spelling test
- \* Theory test
- \* Constant observation of posture, embouchure, and hand position
- \* Daily tryouts
- \* Weekly chair tests
- \* Concert performance evaluation

### **Year End Objectives:**

The students will continue to demonstrate good characteristic tone in both an individual basis and an ensemble setting. The students will demonstrate their knowledge of rhythm through the performance of counting, note and rest values, meters, and reading unison and divisi lines. They will continue to define their technique through performance of scales, slurs/flexibility exercises, tongue exercises, alternate fingerings, range building exercises, and articulation exercises. They will demonstrate the ability to match pitch on an individual basis and in an ensemble setting. They will demonstrate musicianship by the incorporation of the elements of phrasing, style, dynamics, and balance into their performances. They will expand their knowledge of music theory through

performance of general music terms and symbols as well as learning the history about selected music. The students will perform in assigned performance opportunities, such as concerts and solo and ensemble contest, demonstrating accurate pitch, rhythm, style, and technique.

## **Bowie Fine Arts Academy Choral Standards**

### **Fourth-grade Choral Standards**

Fourth-grade choral students will:

\*\*\*sing a clear unison sound with an awareness of sameness of pitch (intonation) and sameness of rhythm (simultaneity)

\*\*\*sing harmony through the singing of partner songs and rounds

\*\*\*sing simple, two-part harmony

\*\*\*sing the diatonic scale using solfege and the Curwen Hand signs

\*\*\*sight read simple melodies using hand signs and solfege

\*\*\*sight read simple rhythmic patterns using Conversational Solfege rhythm syllables

\*\*\* notate simple melodies

\*\*\*listen to, analyze and describe music

\*\*\*evaluate music and music performances

\*\*\*understand music in relation to history and culture.

### **Fifth-grade Choral Standards**

Fifth-grade choral students will:

\*\*\*sing a clear unison sound with an awareness of sameness of pitch (intonation) and sameness of rhythm (simultaneity)

\*\*\*sing harmony through the singing of partner songs and rounds

\*\*\*sing in two-part harmony

\*\*\*sing the diatonic scale using solfege and the Curwen Hand signs

- \*\*\*sight read simple melodies using hand signs and solfege
- \*\*\*sight read simple rhythmic patterns using Conversational Solfege rhythm syllables
- \*\*\* notate intermediate melodies
- \*\*\*listen to, analyze, and describe music
- \*\*\*evaluate music and music performances
- \*\*\*understand music in relation to history and culture.

### **Sixth-grade Choral Standards**

Sixth-grade choral students will:

- \*\*\*sing a clear unison sound with an awareness of sameness of pitch (intonation) and sameness of rhythm (simultaneity)
- \*\*\*sing harmony through the singing of partner songs and rounds
- \*\*\*sing in three-part harmony
- \*\*\*sing the diatonic scale using solfege and the Curwen Hand signs
- \*\*\*sight read advanced melodies using hand signs and solfege
- \*\*\*sight read simple rhythmic patterns using Conversational Solfege rhythm syllables
- \*\*\* notate complex melodies
- \*\*\*listen to, analyze, and describe music
- \*\*\*evaluate music and music performances
- \*\*\*understand music in relation to history and culture.

## **Bowie Fine Arts Academy Dance Standards**

### **Fourth-grade Dance Standards**

Fourth-grade dance students:

\*\*\*will move to a musical beat and respond to changes in tempo

\*\*\*will demonstrate the ability to define/maintain personal space and body awareness

\*\*\*will begin learning the elements of dance and be able to apply them to classroom situations (time, space, force, and energy)

\*\*\*will begin a comprehensive study of basic ballet technique

\*\*\*will be introduced to basic tap technique. Students will learn tap combinations and be able to perform a tap dance by the end of the year

\*\*\*will be introduced to jazz dancing. They will learn jazz technique and sequences

\*\*\*will accept constructive criticism and apply it to their dance performances. Students will be expected to take teacher criticism and make correction to their performance

\*\*\*will be required to perform stretching and strengthening exercises in class each day. Students will also learn to make the connection between dancing and living a healthy life style

\*\*\*will be expected to be in a minimum of two dance performances per year

\*\*\*will memorize and execute the dance according to the teacher's standards.

## **Fifth-grade Dance Standards**

Fifth-grade dance students:

\*\*\* will participate in critiquing various choreographers' works

\*\*\*will present dances to peers and discuss their meanings with confidence

\*\*\*will create their own dances, accurately repeat them, and then vary the dance (making changes in the elements of dance: time, space, force, and energy)

\*\*\*will continue to study ballet technique. Students will be expected to execute ballet technique at the ballet barre, across the floor, and in combination form

\*\*\*will demonstrate the basics of turning and be able to distinguish between and execute jazz and ballet turns. By the end of fifth grade, all dancers will be able to demonstrate a single turn using ballet and jazz technique

\*\*\*will continue to work daily on flexibility, realizing its importance in becoming a well rounded dancer. Students will also be expected to complete balance and core exercises, understanding their importance in dance

\*\*\*will participate in a choreography project and will choreograph a dance using all choreography principles taught in class

\*\*\*will participate in a minimum of two dance performances each year. Students are expected to memorize and execute the dance according to the teacher's standards

\*\*\*will accept constructive criticism and apply it to their dance performance.

## Sixth-grade Dance Standards

Sixth-grade dance students:

\*\*\* will participate in critiquing various choreographers' works

\*\*\*will present dances to peers and discuss their meanings with competence and confidence

\*\*\*will continue the study of ballet, tap, and jazz dancing. The students will continue learning, practicing and sharpening technique

\*\*\*will continue to work daily on flexibility, realizing its importance in becoming a well rounded dancer. Students will also be expected to complete balance and core exercises also understanding its importance in dance

\*\*\*will be able to use and understand dance vocabulary. Students will be able to follow the teacher's oral directions without needing demonstration from the instructor. Students will use their dance vocabulary in class discussions

\*\*\*will set realistic long-term dance goals for their future within MISD. Students will be required to share these with the teacher, together making a plan on how to fulfill them

\*\*\*accept constructive criticism and apply to dance performance. Students will be expected to take teacher's criticism and make correction to their performance

\*\*\*will be expected to be in a minimum of two dance performances. Students are expected to memorize and execute the dance according to the teacher's standards.

## **Bowie Fine Arts Academy Orchestra Standards**

### **Fourth-grade Orchestra Standards**

Fourth-grade orchestra students will demonstrate mastery in the following areas:

#### **I. Knowledge of Instrument**

\*\*\* Identify the parts of the instrument and bow

\*\*\* Learn proper care of instrument and bow

#### **II. Posture, Instrument & Hand Positions**

\*\*\* Learn and practice correct posture

\*\*\* Learn and demonstrate proper rest and playing position for instrument

\*\*\* Learn correct bow hold and left hand position

#### **III. Tone Production & Quality**

##### **A. Demonstrates the following:**

\*\*\* correct bow hair tension and adequate use of rosin

\*\*\* ability to draw a straight bow

\*\*\* proper bow contact point between bridge and fingerboard

##### **B. Achieves proper tone production on D and A strings**

#### **IV. Bowing & Rhythm**

##### **A. Demonstrates the following bowing techniques:**

\*\*\* use of correct bow levels

\*\*\*detache (legato) bowing

\*\*\*follow bow direction markings

\*\*\*bow lifts (,)

\*\*\*play double open strings (double stops)

\*\*\*two-note slurs and ties

\*\*\*right-hand pizzicato position and playing

\*\*\*imitates practices bowing exercises.

B. Attains understanding of rhythm through:

\*\*\*use of counting system to verbalize rhythms

\*\*\*identification of the kind of note and the corresponding value

\*\*\*counting and playing rhythm patterns with quarter notes and quarter rests, eighth notes, half notes, and dotted half notes.

## V. Fingering Patterns & Scales

A. Learns and plays the fingering patterns for:

1. Violin & Viola - 0 1 2 3 4

- 0 1 2 3 4 (low 2<sup>nd</sup> finger)

2. Cello - 0 1 3 4

- 0 1 2 4

3. Bass - 0 1 4

- 0 1 2

- second position

B. Learns and plays the following scales:

1. Violin, Viola and Cello - D, and G, for one octave
2. Bass - D and G, for one octave.

## VI. Ear Training

- \*\*\*Imitate, count, and clap simple rhythm patterns
- \*\*\*Imitates and sings simple melodic patterns
- \*\*\*Imitates bowing motions
- \*\*\*Learns melodies that incorporate bowing techniques and fingering patterns

## VII. Music Reading & Vocabulary

- \*\*\*Name notes in each fingering pattern listed above
- \*\*\*Name lines and spaces on the music staff
- \*\*\*Knows location of notes in each fingering pattern on instrument
- \*\*\*Sight-reads simple examples and melodies in 4/4 and 3/4
- \*\*\*Earns definitions of music vocabulary in method book

## VIII. Music Theory & History

- \*\*\*Identifies note values in rhythm patterns being studied
- \*\*\*Identifies notes of scales being learned
- \*\*\*Knows location of notes on the music staff
- \*\*\*Writes clef sign, notes and rests

\*\*\*Learns function of key signatures

## **Fifth-grade Orchestra Standards**

Fifth-grade orchestra students will demonstrate mastery in the following areas:

### **I. Knowledge of Instrument**

\*\*\*Identify the parts of the instrument and bow

\*\*\*Learn proper care of instrument and bow

\*\*\*Understands how pegs and tuners function

### **II. Posture, Instrument & Hand Positions**

\*\*\*Develops and uses correct posture

\*\*\*Develops consistent rest and playing position for instrument

\*\*\*Acquires flexibility with correct bow hold and left hand position

### **III. Tone Production & Quality**

#### **A. Demonstrates the following:**

\*\*\*correct bow hair tension and adequate use of rosin

\*\*\*ability to draw a straight bow

\*\*\*proper bow contact point between bridge and fingerboard

\*\*\*even bow speed

#### **B. Achieves proper tone production on D, A, and G strings**

#### IV. Bowing & Rhythm

##### A. Demonstrates the following bowing techniques:

- \*\*\*consistent detache (legato) bowing
- \*\*\*follows bow direction markings
- \*\*\*staccato bowing
- \*\*\*refines bow lifts (,) into rhythmic motion
- \*\*\*plays double open strings (double stops)
- \*\*\*three and four-note slurs
- \*\*\*right-hand pizzicato position and playing
- \*\*\*imitates and practices bowing exercises.

##### B. Attains understanding of rhythm through:

- \*\*\*use of counting system to verbalize rhythms
- \*\*\*identification of the kind of note and the corresponding value
- \*\*\*counting and playing rhythm patterns with quarter notes, half notes, and corresponding rests; eighth notes, dotted half notes.

#### V. Fingering Patterns & Scales

##### A. Learns and plays the fingering patterns for:

1. Violin & Viola - 0 1 2 3 4

- 0 1 2 3 4 (low 2<sup>nd</sup> finger)

2. Cello - 0 1 3 4

- 0 1 2 4

3. Bass - 0 1 4

- 0 12

- second position

B. Learns and plays the following scales:

1. Violin, Viola and Cello - D, G, and C, for one octave

2. Bass - D, G, and C for one octave

## VI. Ear Training

\*\*\*Imitate, count, and clap intermediate rhythm patterns

\*\*\*Imitates and sings intermediate melodic patterns

\*\*\*Matches pitches

\*\*\*Learns melodies that incorporate bowing techniques and fingering patterns

## VII. Music Reading & Vocabulary

\*\*\*Knows note names in each fingering pattern listed above

\*\*\*Knows names of lines and spaces on the music staff

\*\*\*Knows location of notes in each fingering pattern on instrument

\*\*\*Sight-reads simple examples and melodies in 4/4, 3/4, and 2/4 time signatures

\*\*\*Learns definitions of music vocabulary in method book

## VIII. Music Theory & History

\*\*\*Identifies half and whole steps

\*\*\*Identifies note values in rhythm patterns being studied

\*\*\*Identifies notes of scales being learned

\*\*\*Knows location of notes on the music staff

\*\*\*Writes clef sign, notes and rests, bow direction and bow lift markings

\*\*\*Recognizes and understands function of key signatures in the music being studied

\*\*\*Identifies composers of music being studied

## Sixth-grade Orchestra Standards

Sixth-grade orchestra students will demonstrate mastery in the following areas:

### I. Knowledge of Instrument

\*\*\*Understands proper care of instrument and bow

\*\*\*Able to tune strings with fine tuners

### II. Posture, Instrument & Hand Positions

\*\*\*Always incorporate correct posture

\*\*\*Demonstrate refined and consistent playing position for instrument

\*\*\*Demonstrate well developed bow hold and left hand position

### III. Tone Production & Quality

#### A. Demonstrates the following:

- \*\*\*ability to draw a straight bow with varying bow techniques
- \*\*\*consistent bow contact point between bridge and fingerboard
- \*\*\*well developed movement and even bow speed

#### B. Achieves proper tone production on all four strings

#### C. Plays various dynamic levels with good tone

### IV. Bowing & Rhythm

#### A. Demonstrates the following bowing techniques:

- \*\*\*follows bow direction markings and can determine bow direction where markings are not given
- \*\*\*well developed staccato
- \*\*\*observes bow lifts (') and can add where needed if not marked
- \*\*\*plays double open strings (double stops) with clear tone and precision
- \*\*\*three and four-note slurs
- \*\*\*right-hand pizzicato position and playing; can readily switch between pizzicato and arco
- \*\*\*left-hand pizzicato (+)
- \*\*\*hooked bowing
- \*\*\*practices bowing exercises independently



\*\*\*Learns melodies that incorporate bowing techniques and fingering patterns

## VII. Music Reading & Vocabulary

\*\*\*Knows notes in each fingering pattern listed above

\*\*\*Knows lines and spaces on the music staff

\*\*\*Readily uses correct location of notes in each fingering pattern on instrument

\*\*\*Sight-reads intermediate examples and melodies in 2/4, 3/4, and 4/4 time signatures

\*\*\*Learns definitions of music vocabulary in method book

## VIII. Music Theory & History

\*\*\*Identifies half and whole steps

\*\*\*Identifies note values in rhythm patterns being studied

\*\*\*Able to write all notes and rests studied thus far; and simple melodies and rhythms

\*\*\*Recognizes and incorporates key signatures in the music being studied

\*\*\*Identifies composers of music being studied

## **Bowie Fine Arts Academy Piano Standards**

### **Fourth-grade Piano Standards**

Fourth-grade piano students:

\*\*\*will demonstrate they can play and identify the rhythms of the quarter note, half note, dotted half note, and whole note rhythms. (4.1.1, 4.2.2)

\*\*\*will demonstrate they can read and play in Middle C Position and C Position as well as compose in these positions. (4.2.2, 4.2.3)

\*\*\*will correctly interpret articulation markings as well as dynamic markings. (4.2.2)

\*\*\*will participate in a year-end recital. ( 4.2.1, 4.4.1)

\*\*\*will learn various folk songs and understand the performance styles of different countries. (4.3.1).

### **Fifth-grade Piano Standards**

Fifth-grade Piano students:

\*\*\* will demonstrate they can play and identify the rhythms of the eighth note, quarter note, half note, dotted half note, and whole note rhythms. ( 5.1.1, 5.2.2)

\*\*\*will demonstrate they can read and play in Middle C Position, C Position and Treble C Position. They will also compose in these various positions. ( 5.2.2, 5.2.3)

\*\*\*will correctly interpret articulation markings as well as dynamic markings. ( 5.2.2)

\*\*\*will participate in a Holiday Recital and year-end recital. (5.2.1, 5.4.1)

\*\*\*will play music in a variety of forms-AB, ABA, and Rondo. (5.1.1)

\*\*\*will learn various folk songs and understand their performance styles. (5.3.1)

\*\*\*will be able to record themselves and analyze their interpretation of the music they are playing. (5.4.1)

\*\*\*will be able to identify aurally intervals of a 2<sup>nd</sup>-5<sup>th</sup>. (6.1.1).

### **Sixth-grade Piano Standards**

Sixth-grade piano students:

\*\*\*will demonstrate they can play and identify the rhythms of the sixteenth note, eighth note, quarter note, half note, dotted half note, and whole note rhythms. ( 6.1.1, 6.2.2)

\*\*\*will demonstrate they can read and play in Middle C Position, C Position and Treble C Position as well as expanding to play outside certain positions. They will also compose in these various positions. ( 6.2.2, 6.2.3)

\*\*\*will correctly interpret articulation markings as well as dynamic markings. ( 6.2.2)

\*\*\*will participate in a Holiday Recital and year-end recital. (6.2.1, 6.4.1)

\*\*\*will play music in a variety of forms-AB, ABA, and Rondo. (6.1.1)

\*\*\*will learn various folk songs and understand their performance styles. (6.3.1)

\*\*\*will be able to record themselves and analyze their interpretation of the music they are playing. (6.4.1)

\*\*\*will be able to recognize major and minor intervals of a 2<sup>nd</sup> through a 7<sup>th</sup> (6.1.1).

## **Bowie Fine Arts Academy Theatre Arts Standards**

### **Fourth-grade Theatre Arts Standards**

Fourth-grade theatre arts students will:

- \*\*\*create and perform theatre pieces as well as improvisational drama
- \*\*\*understand and use the basic elements of theatre in their characterizations, improvisations, and play writing
- \*\*\*engage in individual and group theatrical and theatre-related tasks
- \*\*\*describe the various roles and means of creating, performing, and producing theatre
- \*\*\*use improvisation and guided play writing to communicate ideas and feelings
- \*\*\*imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role playing, improvisation and guided play writing
- \*\*\*use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance
- \*\*\*create props, scenery, and costumes through individual and group effort
- \*\*\*identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/community, and discuss ways to improve them
- \*\*\*demonstrate awareness of local theatrical institutions
- \*\*\*attend performances in school and in the community
- \*\*\*demonstrate appropriate audience behavior.

## **Fifth-grade Theatre Arts Standards**

Fifth-grade theatre arts students will:

\*\*\*write monologues and scenes to communicate ideas and feelings

\*\*\*enact experiences through pantomime, improvisation, play writing, and script analysis

\*\*\*use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings

\*\*\*design and build props, sets, and costumes to communicate the intent of the production

\*\*\*make acting, directing, and design choices that support and enhance the intent of the class, school, and /or community productions.

## **Sixth-grade Theatre Arts Standards**

Sixth-grade theatre arts students will:

\*\*\*write plays to communicate their ideas and feelings

\*\*\*collaborate in the development of original works which reflect life experiences

\*\*\*use vocal, movement, and body techniques to create complex characters in monologues, oral interpretation, and scenes

\*\*\*create props, scenery, and costumes for different styles of plays

\*\*\*carry out acting, directing, and design choices which support and enhance the intent of a production.

**The End**

