

ARTS EDUCATION – DANCE

NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

8.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

- 8.CP.1.1 Use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances.
- 8.CP.1.2 Create dances that fulfill aesthetic criteria including: beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer.
- 8.CP.1.3 Organize dance sequences into simple dances that communicate ideas, experiences, feeling, images, or stories.
- 8.CP.1.4 Use reflection and discussion to revise choreography.

8.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

- 8.CP.2.1 Use safe and respectful behaviors as a dance class participant.
- 8.CP.2.2 Integrate the use of clarity, concentration, and focus while dancing.
- 8.CP.2.3 Integrate self-assessment, teacher feedback, and peer feedback in the process of refining dance performance.

DANCE MOVEMENT SKILLS

8.DM.1 Understand how to use movement skills in dance.

- 8.DM.1.1 Apply anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement.
- 8.DM.1.2 Apply combinations of time, space, weight, and flow in dance.
- 8.DM.1.3 Execute technical skills in dance.
- 8.DM.1.4 Integrate breath support to facilitate and clarify movement.

RESPONDING

8.R.1 Use a variety of thinking skills to analyze and evaluate dance.

- 8.R.1.1 Use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance.
- 8.R.1.2 Use multiple perspectives and criteria in evaluating dances.

CONNECTING

8.C.1 Understand cultural, historical, and interdisciplinary connections with dance.

- 8.C.1.1 Understand the role of dance in North Carolina and the United States in relation to history and geography.
- 8.C.1.2 Exemplify connections between dance and concepts in other curricular areas.
- 8.C.1.3 Design personal strategies to improve health and well-being through dance.
- 8.C.1.4 Explain the implications of career pathways and economic considerations when selecting careers in dance.

ARTS EDUCATION – MUSIC

NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

8.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

- 8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.
- 8.ML.1.2 Integrate the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to sing and/or play an instrument.
- 8.ML.1.3 Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing, and interpretation, while singing and/or playing a varied repertoire of music with technical accuracy.

8.ML.2 Interpret the sound and symbol systems of music.

- 8.ML.2.1 Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and *alla breve* meter signatures.
- 8.ML.2.2 Interpret, through instrument and/or voice, standard notation symbols in two different clefs, using extended staves.
- 8.ML.2.3 Use standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.

8.ML.3 Create music using a variety of sound and notational sources.

- 8.ML.3.1 Produce simple rhythmic and melodic improvisations on pentatonic or blues scales, pentatonic melodies, and/or melodies in major keys.
- 8.ML.3.2 Construct short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), using a variety of traditional and non-traditional sound, notational, and 21st century technological sources.

MUSICAL RESPONSE

8.MR.1 Understand the interacting elements to respond to music and music performances.

- 8.MR.1.1 Interpret the gestures of a conductor when singing or playing an instrument.
- 8.MR.1.2 Identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions using appropriate music terminology in analyses of music.
- 8.MR.1.3 Evaluate performances, compositions, and musical ideas using a specified set of criteria (such as tone quality, intonation, blend/ balance, technique, musical effect, interpretation, and diction).

CONTEXTUAL RELEVANCY

8.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

- 8.CR.1.1 Understand the role of music in North Carolina and the United States in relation to history and geography.
- 8.CR.1.2 Understand the relationships between music and concepts from other areas.
- 8.CR.1.3 Understand laws regarding the proper access, use, and protection of music.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

8.C.1 Use movement, voice, and writing to communicate ideas and feelings.

- 8.C.1.1 Use physical movement and acting skills to express stories to an audience.
- 8.C.1.2 Apply appropriate vocal elements, such as pitch, volume, and projection, effectively while portraying characters.
- 8.C.1.3 Create original works that communicate ideas and feelings.

8.C.2 Use performance to communicate ideas and feelings.

- 8.C.2.1 Use acting skills, such as observation, concentration, and characterization, to perform original, written scenes.
- 8.C.2.2 Interpret multiple characters from literature through formal and informal presentations.

ANALYSIS

8.A.1 Analyze literary texts and performances.

- 8.A.1.1 Analyze plays in terms of theme, characters, conflict, dialogue, mood, and atmosphere.
- 8.A.1.2 Evaluate the theatrical quality of formal or informal theatre productions.

AESTHETICS

8.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

- 8.AE.1.1 Apply the major technical elements to informal and formal presentations.
- 8.AE.1.2 Understand how to use technical theatre components of costumes, props, masks, set pieces, lighting and sound to support formal or informal dramatic presentations.

CULTURE

8.CU.1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

- 8.CU.1.1 Understand the role of theatre arts in North Carolina and the United States in relation to history and geography.
- 8.CU.1.2 Create theatrical works that exemplify the style and culture of North Carolina, the United States and/or North America.

8.CU.2 Understand the traditions, roles, and conventions of theatre as an art form.

- 8.CU.2.1 Use appropriate theatre etiquette as a participant in informal and formal theatre.
- 8.CU.2.2 Understand the roles of technical theatre in relation to theatrical productions.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

8.V.1 Use the language of visual arts to communicate effectively.

- 8.V.1.1 Use art vocabulary to evaluate art.
- 8.V.1.2 Apply the Elements of Art and Principles of Design in the planning and creation of personal art.
- 8.V.1.3 Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art.
- 8.V.1.4 Analyze the relationship between the Elements of Art and the Principles of Design in art.

8.V.2 Apply creative and critical thinking skills to artistic expression.

- 8.V.2.1 Create art that uses the best solutions to identified problems.
- 8.V.2.2 Apply observation skills and personal experiences to create original art.
- 8.V.2.3 Create original art that conveys one or more ideas or feelings.

8.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

- 8.V.3.1 Apply knowledge of safety and media to maintain and take care of the work space and art.
- 8.V.3.2 Use a variety of media to create art.
- 8.V.3.3 Evaluate techniques and processes to select appropriate methods to create art.

CONTEXTUAL RELEVANCY

8.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

- 8.CX.1.1 Understand the role of visual arts in North Carolina and the United States in relation to history and geography.
- 8.CX.1.2 Analyze art from various historical periods in terms of style, subject matter, and movements.
- 8.CX.1.3 Analyze the effect of geographic location and physical environment on the media and subject matter of art from NC and the United States.

8.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

- 8.CX.2.1 Compare personal interests and abilities to those needed to succeed in a variety of art careers.
- 8.CX.2.2 Analyze skills and information needed from visual arts to solve problems in art and other disciplines.
- 8.CX.2.3 Use collaboration to arrive at effective solutions to identified problems.
- 8.CX.2.4 Exemplify the use of visual images from media sources and technological products to communicate in artistic contexts.

CRITICAL RESPONSE

8.CR.1 Use critical analysis to generate responses to a variety of prompts.

- 8.CR.1.1 Use convincing and logical arguments to respond to art.
- 8.CR.1.2 Critique personal art based on identified criteria.