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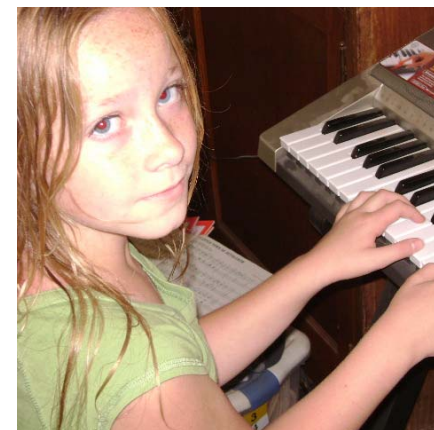
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A Fine Arts Standards Guide for Families



What is Expected
in Grade

5

Music

Visual Art



Dear Family,

The Ohio Alliance for Arts Education is pleased to provide you with this ***Fine Arts Standards Guide for Families***. Our aim is to provide information and resources that assist you in helping your child succeed in school. **Academic content standards** for all subjects have been around for a few years in Ohio. The academic content standards guide teachers in knowing what students are expected to learn at any given grade level.

The ***Fine Arts Standards Guide for Families*** series was written by Ohio arts educators participating in the Mentor Project with the Ohio Alliance for Arts Education, funded in part by the Ohio Arts Council. The arts educators saw a need to articulate the academic content standards for the arts in the same manner in which the Ohio Department of Education had communicated those addressing the core subjects of reading, writing, mathematics, science, and social studies in past years. We recognize the expertise, time, and passion for the Mentor Project arts educators have given to this project and hope that you, too, will find this guide helpful to you as a family.

Arts education is part of your child's complete educational experience. The arts are essential to the basic education of all students. The ***Fine Arts Standards Guide for Families*** serves as a starting point from which you can help your child succeed in school. For more information about the complete set of standards, we encourage you to visit the Ohio Department of Education's website at www.ode.state.oh.us and click on *Standards and Instruction* to view the standards in their entirety.

If you are interested in additional information about the Ohio Alliance for Arts Education or would like to become more involved in promoting arts education in your school or district, we welcome your phone call at 614.224.1060 or email at dcollins@oaae.net.

Sincerely,

Donna S. Collins

Donna S. Collins
Executive Director
Ohio Alliance for Arts Education

Tips *and Activities*

- Encourage a love for art by visiting an art museum with your child. Spend time discussing the work(s) of art your child shows particular interest in. If possible, purchase a post card or poster of this artwork. Research the artist and their artwork online as a way to reinforce the museum experience.
- Encourage creative expression at home by providing a variety of art supplies available in an area where he or she can work without many interruptions. Use art vocabulary when commenting on and discussing your child's artwork.
- Have your child create a mini-masterpiece by copying a famous work of art onto a small sheet of paper. Copying is acceptable as long as the work is not claimed as an original idea or image.
- Help your child interpret art by asking discussion-inspiring questions such as:
 - * Does the artist seem to be for or against something in this work?
 - * Does the artwork seem to represent the point of view of a man or a woman? That of a younger or an older person?
 - * What kind of person might like this artwork?
 - * Could some people be offended by this artwork?

Connections, Relationships, and Applications

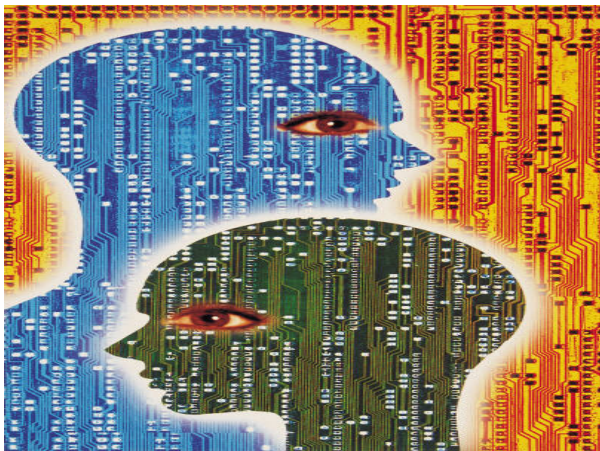
What this means: Children will gain an understanding of the importance of art for its own sake and come to recognize how art can enhance all aspects of a person's education, as well as enriching life beyond the school setting.

- Children should be able to demonstrate how the visual arts are related to other areas of artistic endeavor, including theatre, dance, and musical performance.
- Children should be able to utilize available technology to research art.

Check your understanding: **Technology**

Electronic media, including computers, cameras, video equipment, and visual art software are all examples of technology that can be used to learn about, create, and document visual artwork.

- Children should be able to use art to communicate meaning and deepen understanding of other subject areas.



Music



Historical, Cultural, and Social Contexts

What this means: Children will be able to demonstrate knowledge and understanding of music from a variety of musical styles, cultures, and events, past and present, and of its influence on their lives in today's world.

- Children should be able to recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods.

Check your understanding: **Theme and Variation**

Theme and Variation: In musical compositions, theme, and variation occurs when an initial theme (musical idea) is introduced and then followed by variations that might be melodic, harmonic, contrapuntal, or rhythmic, or include changes in timbre or orchestration.

- Children should be able to research and identify music instruments from different historical periods and world cultures.
- Children should be able to identify and respond to music of different composers, comparing and contrasting specific styles such as opera and American musical theatre.
- Children should be able to recognize and discuss the influence of American history on the development of folk music.
- Children should be able to describe conditions under which music is and has been created in various cultures, including the effect of historical events on the development of American folk music.

Creative Expression and Communication

What this means: Children will be able to read and write (compose) simple rhythms and melodies. They will also be able to perform music, independently or in a group, with technical accuracy and expression.

- Children should be able to sing or play a variety of musical choices using proper techniques.
- Children should be able to play instruments independently and with contrasting parts, responding appropriately to the conductor.
- Children should be able to create short melodies using traditional notation and improvise melodies in a call-and-response setting.



Valuing the Arts/Aesthetic Reflection

What this means: Children will gain an understanding of why art is valued and they will respect diverse points of view about artworks and artifacts.

- Children should be able to ask and also respond to informed questions about the importance, value, and/or beauty of art.
- Children should be able to analyze different points of view about art and develop theories regarding why people feel the way they do about creative works.

Check your understanding: Analyzing Points of View

Personal experiences and/or special circumstances can shape an individual's point of view about art in general as well as about particular types or styles of art.

- Children should be able to demonstrate how artworks communicate meaning through texture, color, form, or imagery.
- Children should be able to explain how personal experience can influence an individual's preferences regarding art.
- Children should be able to support personal preferences for specific artworks through knowledgeable criteria.

Analyzing and Responding

What this means: Children will use the vocabulary of art to make judgments regarding artistic quality and will be able to interpret meaning in works of art.

- Children should be able to discuss how art elements and principles are used to express feelings in art.

*Check your understanding: **Elements and Principles of Art***

The **Elements of Art** include line, shape, color, form, space, texture, and value. The **Principles of Art** include balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, and unity.

- Children should be able to determine why different artists chose to work in their respective styles.
- Children should be able to use specific criteria to assess works of art.

*Check your understanding: **Criteria***

Criteria are the characteristics that serve as a basis for judging a

- Children should be able to extract and discuss multiple meanings in selected works of art.

*Check your understanding: **Meaning in Art***

Art can be interpreted through identification and analysis of the social, political, or personal commentary the artist makes within the work of art. Some works may have more than one interpretation that could be considered accurate, depending upon the perspective or knowledge of the viewer.

*Check your understanding: **Improvise, Call-and-Response***

Improvise: To spontaneously invent, compose, or perform (by playing, singing, or dancing to music) with little or no preparation.

Call-and-Response: Alternation between two musical voices in a work may be two solo singers or groups, but is most often between a solo voice (the call) and a group (the response).

- Children should be able to read, write, and perform music whose complexity level includes duple and triple meter, whole through sixteenth note values, dotted notes and syncopation, and the G major scale on the treble clef staff.

*Check your understanding: **Duple and Triple Meter, Syncopation, Treble Clef Staff***

Duple Meter: The grouping of beats into sets of two.

Triple Meter: The grouping of beats into sets of three.

Syncopation: Musical accent falling on an unexpected beat, allowing a strong sound to occur at a time when a weak one is expected.

A clef is a symbol used in musical notation that assigns notes to lines and spaces on the musical staff. The **treble clef** (or *G clef*) indicates the higher register, identifying pitches mostly above middle C.

- Children should be able to identify key signatures.

*Check your understanding: **Key Signatures***

Key signatures appear as a series of sharp and flat symbols written at the beginning of a piece of music to indicate which notes will be played using them.

Analyzing and Responding

What this means: Children will be able to listen to a wide range of Music and then describe and evaluate it using age-appropriate music terminology.

- Children should be able to identify dynamics, tempo, meter, tonality, and form in various pieces of music.

Check your understanding: Elements of Music, Tonality, Form

The **Elements of Music** include melody, harmony, rhythm, meter, tempo, dynamics, and timbre.

Meter: Grouping of beats into sets in a piece of music, usually two-beat or three-beat patterns.

Tempo: Speed or pace of a piece of music.

Dynamics: Volume of sound, or levels of loudness and softness.

Tonality: Organization in the writing of a composition that contributes to the feeling that one pitch is the pulling force or tonal center to which the listener's ear is drawn.

Form: The structure of a piece of music – how its parts are put together to make the whole.

- Children should be able to identify musical terms relating to form, using these and other music vocabulary to analyze a piece of music.
- Children should be able to identify select electronic and world music instruments.
- Children should be able to describe and evaluate performances.
- Children should be able to differentiate between melody and harmony.

Creative Expression and Communication

What this means: Children will understand the use of tools, techniques, technology, and processes to make art.

- Children should be able to show depth on a two-dimensional surface through the use of shading, perspective, and object placement.
- Children should be able to explore different artistic approaches.

Check your understanding: Art Approaches

Art Approaches can mean creating art in the style of a specific artist or common style of a given time period.

- Children should be able to identify where artistic ideas can come from.
- Children should be able to use current technology to create art.
- Children should be able to explain reasons for artistic decisions.





Historical, Cultural, and Social Contexts

What this means: Children will be able to understand the impact history, culture, society, and politics have on art as well as the corresponding impact art has on these aspects of human experience and community.

- Children should be able to identify forms of artistic expression found in different cultures.
- Children should be able to demonstrate how artists use various materials to create certain effects and achieve different styles.
- Children should be able to explain how art galleries and museums contribute to the documentation and preservation of art.
- Children should be able to research the influence of a key group of artists in a select period of United States history.
- Children should be able to examine how current society affects design for everything from architecture to fashion.



Valuing Music/Aesthetic Reflection

What this means: Children will gain an understanding of why music is important to other people and will respect others' opinions about music. Children will be able to express how music is important in their own lives.

- Children should be able to practice audience etiquette appropriate in selected music settings.
- Children should be able to demonstrate their understanding of the aesthetic qualities of music, including those of performances and the influence of musical elements on aesthetic qualities of specific musical works.
- Children should be able to demonstrate how music communicates meaning through text, feelings, moods, or images.
- Children should be able to explain how expressive music elements determine the quality of a composition.
- Children should be able to support personal preferences for specific music works through knowledgeable criteria.



Connections, Relationships, and Applications

What this means: Children will be able to apply what they have learned in music to their other academic subjects (art, math, science, reading, and social studies), recognizing the similarities and differences between the arts and the other disciplines.

- Children should be able to compare how ideas and emotions are expressed in various art forms using similar elements.
- Children should be able to define and use basic art terms in describing music events.

Check your understanding: **Basic Art Terms**

Basic Art Terms are words that can be used to describe works in various areas of fine arts. These include descriptors and designators such as balance, composition, content, contour, design, folk, movement, style, texture, theme, variation, and unity.

- Children should be able to describe how musical knowledge connects with learning in other subject areas.
- Children should be able to discuss how culture influences music.
- Children should be able to identify specific skills of a musician.



Tips and Activities

- Encourage a love for music by attending musical performances in your area. Discuss musical pieces or styles of music your child shows particular interest in. If possible, purchase recordings of these.
- Encourage your child to examine why we like the music we do. Treat your child's musical choices with respect, and encourage reflection on why those choices are made. Discuss specific aspects of preferred music using musical terms, identifying together similarities in favored styles, pieces, or performers. Discuss your own musical tastes, and share the reasons for them.
- Encourage your child's natural musicality at home. Foster activities such as mini-concerts for family and friends, featuring music selected by your child.
- If at all possible, allow your child to take music lessons. If musical instruction on an instrument is offered at school, encourage practicing and help your child as much as possible to overcome the obstacles of frustration and inexperience by being fully supportive of efforts demonstrated.
- Create opportunities for cross-disciplinary experiences, encouraging your child to draw pictures interpreting what the music is "saying" or write a poem or story based on the music heard.