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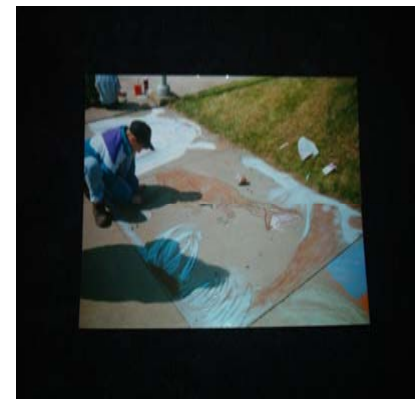
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### Ohio Alliance for Arts Education

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# A Fine Arts Standards Guide for Families



What is Expected  
in Grade

6

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](http://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](mailto:dcollins@oaae.net).

Sincerely,



Donna S. Collins  
Executive Director  
Ohio Alliance for Arts Education

## Tips .....

### *and Activities*

- Encourage creative expression at home by providing a variety of art supplies in a designated drawer. Provide a workspace as free of interruptions as possible. Use art vocabulary when commenting on and discussing your child's artwork.
- Ask to see your child's artwork. Actively involve yourself in creative activities with your child, supporting school assignments or chosen projects with whatever help is appropriate. When considering a finished product, spend time discussing how it was created, the subject matter, and the qualities that make it successful.
- Visit a museum together. Ask your child to identify a favorite artwork and discuss why it is appealing, and share your own opinion. Help your child to understand how viewpoints and tastes can change.
- Point out ways in which visual arts are part of your community.
- Share with your child visual artworks inspired by your own cultural background and create a piece of art together using similar techniques.
- Explore books on contemporary artists from the library together, discussing style, innovative techniques, subject matter, and importance to culture or future art history.



## Connections, Relationships, and Applications

**What this means:** Children will connect and apply their learning of visual art to study in other arts and academic disciplines, understanding ideas and concepts common to multiple subjects and recognizing the importance of lifelong learning and experience in visual art.

- Children should be able collaborate with peers to artistically depict major events in a selected decade of the 19th century.
- Children should be able to use computer skills to organize and visually display quantitative information.
- Children should be able to compare ways that ideas may be communicated through art and other academic disciplines.
- Children should be able to describe the function of art in people's daily lives of their communities and cultures.
- Children should be able to identify ways in which science and technology influence art in various cultures.

## 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 describe distinguishing characteristics of music forms from various cultures and/or historical periods.
- Children should be able to identify the major periods or genres in the development of music history, examining the chronological development of various music styles.
- Children should be able to identify selected composers, and their works and place them in the correct historical period.
- Children should be able to recognize and identify contextual elements (such as time, location, current events, culture, or social and political climate) that shape the development of 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 perform a varied repertoire of culturally diverse music with appropriate dynamic expression and tempo, using good posture and breath control.

*Check your understanding: **Dynamics, Tempo***

**Dynamics** and **Tempo** are two of the basic elements of music.

**Dynamics:** Volume of sound, or levels of loudness and softness in a piece of music.

**Tempo:** Speed or pace of a piece of music, fast or slow.

- Children should be able to play a variety of instruments alone or with others, responding appropriately to a conductor's cues.
- Children should be able to create and notate music compositions using one or more parts and improvise melodies over a given bass line.
- Children should be able to read, write, and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter, and perform music with increasingly complex rhythms and melodic phrases.

*Check your understanding: **Meter, Time Signature***

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

The numbers 2/4, 3/4, 4/4, and 6/8 are **time signatures** written at the beginning of a piece of music to indicate the meter.

## Valuing the Arts / Aesthetic Reflection

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

- Children should be able to explain what makes an object a work of art using a range of criteria.
- Children should be able to generate a personal theory for how visual art should be viewed, interpreted, and valued.

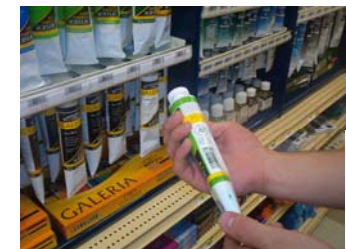
*Check your understanding: **Interpreting Art***

Art can be interpreted through identification and analysis of the social, political, or personal commentary the artist makes through it.

- Children should be able to describe how culture, age, gender, and attitude can affect a person's viewpoint on and response to visual art.

*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.



## 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 identify content in works of art.
- Children should be able to understand how certain visual effects can be created through art.

### Check your understanding: **Visual Effects**

Examples of **visual effects** are textured surfaces, patterns, and designs.

- Children should be able to interpret visual clues in art.
- Children should be able to identify innovative techniques used by artists and explain the significance of these.

### Check your understanding: **Techniques**

**Technique** is the process by which materials are used to create visual art including carving, drawing, painting, rendering, printing, sketching, or stippling. Examples of innovative work can be found in the creation of architect Frank Lloyd Wright, who designed buildings utilizing traditional materials in non-traditional ways, such as reinforced concrete to construct the cantilever house Falling Water in Ohio, Pennsylvania.

- Children should be able to self-assess artwork and create a portfolio.



- Children should be able to identify whole steps and half steps in the major scales and recognize key signatures.

### Check your understanding: **Step, Scale, Key Signatures**

**Step:** Distance in sound between two pitches, measured in half and whole increments.

**Scale:** Set of eight notes in ascending or descending order that begins with the dominant note of the musical key.

**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 describe and evaluate it using age-appropriate music terminology.

- Children should be able to distinguish the use of dynamics, meter, tempo, and tonality in various pieces of music.

*Check your understanding: **Elements of Music, Tonality***

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.

**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.

- Children should be able to describe the principles of breathing techniques, good posture, and tone production.
- Children should be able to describe instruments used in Western traditional instrumental ensembles and in world music ensembles.
- Children should be able to analyze a piece of music with more than one movement using elements of music.
- Children should be able to develop criteria for evaluating quality and effectiveness of music performances and compositions.

## 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 use natural forms for expressive purposes.

*Check your understanding: **Expression***

**Expression** is the use of visual art to convey beliefs, feelings, and meanings through selective use of art media.

- Children should be able to identify and demonstrate the qualities and characteristics of craftsmanship in original works of art.
- Children should be able to explore ways that art functions as a personal means of expression.
- Children should be able to select and use appropriate materials to solve an artistic problem.
- Children should be able to use current technology to create works of 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 identify and defend artistic decisions using an art vocabulary.



## 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 investigate and create artwork inspired by different cultures.
- Children should be able to identify universal themes expressed through artwork found in different regions or cultures of the world.
- Children should be able to understand the roles of and relationship between artist and patron and how this may affect artwork produced.
- Children should be able to explain the importance of art preservation and the ways in which art galleries and museums support this process.
- Children should be able to investigate periods of art history using a variety of resources.



Check your understanding: **Criteria**

**Criteria** are the set of standards on which a judgment or decision can be based. Well-developed criteria for evaluating musical performance require careful consideration and understanding of the qualities that make a performance successful and enjoyable for an audience.

## Valuing Music and Aesthetic Reflection

**What this means:** Children will gain an understanding of why music is important to other people, and they 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 attend and reflect on a variety of live music performances.
- Children should be able to communicate ideas about the importance of music in everyday life.
- Children should be able to describe the emotional connection to the musical experience.
- Children should be able to effectively critique a variety of music performances.



## 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 describe ways that music relates to other art forms using appropriate terminology and compare how they each can be used to express events, scenes, emotions, or ideas.
- Children should be able to integrate art forms into a well-organized music presentation.
- Children should be able to compare and contrast subject matter common to music and other subject areas.
- Children should be able to describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.
- Children should be able to identify various careers for musicians.



## 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.