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A Fine Arts Standards Guide for Families



What is Expected
in Grade

7

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
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.
- Keeping a sketchbook for regular use will help your child improve observational skills and provide opportunity for reflection as skills develop.
- Share with your child visual artworks inspired by your own cultural background and create a piece of artwork 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 to create artwork expressing a personal comment about a social, environmental, or political issue.

Check your understanding: **Artwork as Commentary**

Social, environmental, or political issues are often addressed through visual art in forms such as satirical drawings, political cartoons, or advertising campaign.

- Children should be able to apply computer skills to explore and create a range of visual effects to enhance projects and presentations.
- Children should be able to demonstrate understanding of the relationship between words and images by applying text to images and images to text.

Check your understanding: **Word-Image Relationships**

Text and images can be used together to enhance meaning or effect through such activities as writing descriptions of artwork that has been created or illustrating scenes from literary works.

- Children should be able to describe how experiences in galleries, museums, and other cultural institutions can enhance daily life.

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 form in world music.

Check your understanding: **Form, World Music**

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

World Music: Ethnic music of a style not identified with Western music, including Asian, African, and Latin American music. Western music includes compositions and styles originating mostly in Western Europe and the United States with some additional influences.

- Children should be able to demonstrate how elements of music are used to create various music styles.

Check your understanding: **Elements of Music**

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, fast or slow.

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

Timbre: The *tone color* of an instrument, voice, or register; the aural qualities of any sound produced that make it unique and identifiable in comparison with other sounds.

- Children should be able to identify examples from music literature, responding to the style of historical pieces.
- Children should be able to classify a variety of music by composer and historical period.
- Children should be able to recognize and identify historical and cultural contexts that have influenced music.

*Check your understanding: **Historical and Cultural Contexts***

Historical and cultural contexts can include local, national, or world events and/or cultural settings. An example of this in our country would be an examination of the ways that cultural movements such as the pre-Civil War Southern slave culture or the social revolution of the social revolution in the 1960's influenced the music produced in their eras.

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 accurately perform a varied repertoire of culturally diverse music demonstrating changes of tempo, key and meter, utilizing good posture and expression, producing appropriate tone quality, and following conductoral cues.
- Children should be able to create music compositions using one or more parts in duple, triple, and mixed meters, and improvise melodies using major scales.

- Children should be able to interpret a work of art by analyzing the effects of history and culture on the work.
- Children should be able to develop and use criteria to guide their reflections on their own artworks.

*Check your understanding: **Criteria***

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

Valuing the Arts/Aesthetic Reflection

***What this means:** Children will be able to make judgments about artworks using appropriate criteria. Children will be able to understand why people value visual art, reflecting on and respecting diverse points of view.*

- Children should be able to describe visual features and sensory qualities of an artwork that evoke emotional responses.
- Children should be able to ask clarifying questions to explain diverse viewpoints about selected works of art.

*Check your understanding: **Diverse Viewpoints***

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

- Children should be able to discuss personal beliefs, values, feelings, and assumptions when explaining their own perspectives on artwork and connect their responses to what they see in the work.

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 use appropriate vocabulary to explain how techniques, materials, and methods used by artists affect what the artwork communicates.
- Children should be able to use appropriate vocabulary to explain how the elements and principles of art communicate different meanings.

*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.



*Check your understanding: **Duple and Triple Meter, Improvise***

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

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

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

- Children should be able to read, write and perform rhythmic and melodic patterns using a variety of meters and incorporating dotted rhythms.
- Children should be able to identify whole steps, half steps and intervals in major scales and recognize and use 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.

- Children should be able to read and notate concert pitch major scales and melodies in bass clef.

*Check your understanding: **Bass Clef***

A clef is a symbol used in musical notation that assigns notes to lines and spaces on the musical staff. The **bass clef** indicates the lower register, identifying pitches mostly below middle C.

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 apply music vocabulary to describe a varied repertoire of music.

*Check your understanding: **Repertoire***

Repertoire: The collection of music that a musician has learned and prepared for performance.

- Children should be able to describe use of meter and rhythm in music of various cultures.

*Check your understanding: **Culture***

Culture: The ideas, beliefs and customs of a group of people by which their society may be identified.

- Children should be able to analyze form identifying distinct sections of a larger music work.
- Children should be able to apply detailed criteria for evaluating quality and effectiveness of music performance and composition

*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.

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 demonstrate a variety of techniques used to create the illusion of depth.

*Check your understanding: **Illusion of Depth***

Size change, diminishing detail, and overlapping are all techniques used to create the **illusion of depth** in artwork.

- Children should be able to apply the principles of design to construct a three-dimensional piece of artwork.

*Check your understanding: **Principles of Design***

Principles of Design include balance, proportion, rhythm, emphasis, variety, focus, harmony, and unity.

- Children should be able to refine and improve representational drawings through observation skills.
- Children should be able to use current technology as the primary medium to create original 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 improve craftsmanship and refine ideas in response to feedback and self-assessment.



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 research art forms used for social, cultural, or political purposes.
- Children should be able to describe how the same subject matter is given a variety of representations in art.

Check your understanding: **Subject Matter**

Subject Matter: The content of a work of visual art including portraits, human figures, cityscapes, landscapes, seascapes, animals, nonobjective or abstract forms.

- Children should be able to identify personal and cultural factors that may influence an artist's style and choices.
- Children should be able to identify sources of visual culture in our society.

Check your understanding: **Visual Culture**

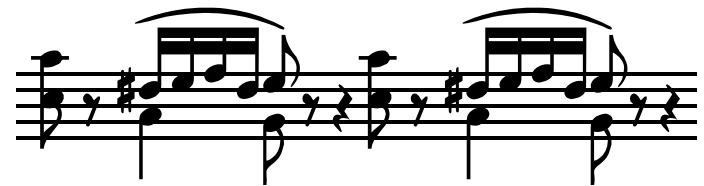
Visual Culture: The elements in society that shape and reflect our ideas about the tastes in visual design. In modern America these include elements such as television, museums, movies, the Internet, and shopping malls.

- Children should be able to compare and contrast artworks from the same historical period.
- Children should be able to create artwork that reflects current cultural influences.

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 participate in and reflect on a variety of live music performances and activities.
- Children should be able to discuss how music preferences reflect people's values.
- Children should be able to evaluate music performances and compositions based on elements of music.
- Children should be able to develop and apply criteria based on elements of music to support personal preferences for specific music works.





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 identify similarities and differences in the meanings of common terms used in the various arts.
- Children should be able to integrate art forms into a well-organized music presentation.
- Children should be able to identify involvement in the arts as a listener, creator, and performer.
- Children should be able to describe ways that technology is used in creating, performing, and listening to music.
- Children should be able to describe distinguishing characteristics of music from a variety of cultures.
- Children should be able to identify exemplary music role models and describe their activities and achievements in the music field.

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. When the opportunity arises, attend local concerts and musical productions, discussing them afterwards.
- 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.