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A Fine Arts Standards Guide for Families



What is Expected
in Grade

8

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 demonstrate different visual forms of representation for the same topic or theme.
- Children should be able to achieve an effective balance between creating computer-generated images and drawing their own
- Children should be able to collaborate with peers or perhaps a local artist to create a thematic work that incorporates visual art.
- Children should be able to explore ways to communicate and support the importance of art in their communities.



Check your understanding: **Art in the Community**

Opportunities to serve as an advocate for the arts are plentiful in large cities and small towns alike. Active involvement in supporting the arts is easily available to people of all ages in the following ways: art advocacy, event volunteerism, supporting membership of museums, concert and play attendance, registration for workshops and classes, patronage of businesses that support the arts, professional arts organization membership, and active involvement in local community arts activities.

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 examine contemporary music styles and describe their characteristics in given examples.
- Children should be able to compare music examples from historical time periods.
- Children should be able to compare and contrast selected composers and their works.
- Children should be able to discuss how current developments in music reflect society in reference to themselves, their community and the world around them.

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.

Check your understanding: Repertoire, Elements of Music

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

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

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

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.

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 create music compositions using one or more parts in duple, triple and mixed meters, and to improvise melodies using major and minor scales.

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.



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 recognize how reflection can change beliefs about the nature and value of art.
- Children should be able to articulate an understanding of different aesthetic theories related to viewing and interpreting art.
- Children should be able to compare their viewpoints about a selected work of art with an art critic's viewpoint of the same 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 observe a selected work of art and explain how the artist's choice of media relates to the ideas and images in the work.
- Children should be able to identify professions that use art criticism.

Check your understanding: **Art Criticism**

Art Criticism is the process of describing, interpreting and judging the aesthetic value and meaning of a work of art. Critical skills are a vital component of occupations requiring artistic discernment and evaluation, such as artist, museum curator, art critic, and art appraiser.

- Children should be able to explain how personal experience can influence their feelings about or opinions of the artworks they view or create.
- Children should be able to analyze and discuss qualities in
- the artwork of peers to better understand their own artwork.



- 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 compare and contrast a varied repertoire of music on the basis of how elements of music are used to make the works unique and expressive.
- Children should be able to identify components of larger music works and aurally identify distinct sections in larger pieces.
- Children should be able to use appropriate criteria to support personal preferences for specific music works.

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

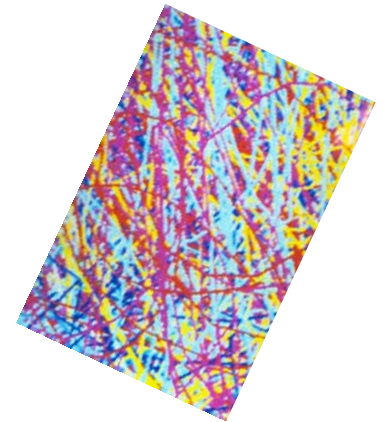
What this means: Children will understand the use of tools, techniques, technology, and processes to make art.

- Children should be able to identify and apply criteria to assess content and craftsmanship in their works.

Check your understanding: Self-Assessment

Self-assessment is the process of engaging students in thinking about their own abilities and performance. Performance is usually related to students' understanding of specific knowledge and skills, performance standards and criteria, and personal goals, teaching students to monitor their progress and learning.

- Children should be able to demonstrate an enhanced level of craftsmanship in original two- and three-dimensional art products.
- Children should be able to experiment with style and demonstrate how the same subject can be portrayed in different ways.
- Children should be able to demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks.
- Children should be able to explain and defend their artistic decisions using appropriate 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 explain how social, cultural, and political factors affect what artists, architects, or designers create.
- Children should be able to discuss the role and function of art objects within cultures.
- Children should be able to identify examples of visual culture and discuss how visual art is used to shape people's choices and opinions.

*Check your understanding: **Visual Culture, Images in Advertising***

Visual Culture holds 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.

The use of powerful graphic **images in advertising** demonstrates a common use of visual art to reinforce product-oriented messages and play a very important role in the marketing and sales of items thus presented.

- Children should be able to consider and discuss how contemporary artworks contribute to and influence the future of art.



Valuing Music and 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 explain how and why people use and respond to music.
- 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 compare the common terms and contrasting definitions used for various artistic elements in different art forms.
- Children should be able to describe how roles of creators, performers, and others involved in music are similar to or different from those in other art forms.
- Children should be able to use technology in creating, performing, and/or researching music.
- Children should be able to use problem-solving and creative thinking skills experienced in other disciplines in music.
- Children should be able to identify various uses of music in their daily experiences.
- Children should be able to describe characteristics that make their music of choice applicable to their daily experiences.
- Children should be able to identify non-performance-oriented careers in music.

Check your understanding: Career Options

Many people who enjoy music and choose to pursue a career in the field find work in areas that are not performance-based. Some professional music positions not involving performing include composer, arranger, recording engineer, instrument sales and repairman, sound technician, instructor, piano tuner, studio musician, production crew, business manager, publicist, songwriter, vocal coach, booking agent, and luthier.

Tips and Activities

- Foster 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.