

***MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY***

Williamstown Elementary Schools



Visual and Performing Arts - Art

Grade 5

August 2013

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Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parents and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners.

The 21st century student requires a deeper understanding of academic content at much higher levels than ever before. In-depth learning in all content areas through the integration of 21st century knowledge, skills and themes, global perspectives, cross content connections, and technology will be facilitated. Teachers and students will work across and beyond traditional disciplines and boundaries as engages co-learners, critical and creative thinkers and problem solvers. We accept the challenge and responsibility of accomplishing these goals.

Revised: August 2010

Monroe Township Public Schools
Williamstown, New Jersey

Vision Statement

Vision: An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
- Understands and impacts the increasingly complex technological environment.

Monroe Township Public Schools
Williamstown, New Jersey

**Elementary Visual and Performing Arts
Philosophy**

“During the past quarter century, literally thousands of school-based programs have demonstrated beyond question that the arts can not only bring coherence to our fragmented world, but through the arts, students’ performance in other academic disciplines can be enhanced as well.”

- Ernest L. Boy, President of the Carnegie Foundation for the Advancement of Teaching the K-6 Visual and Performing Arts.

We believe educators, in cooperation with parents, will assist pupils in acquiring the body of knowledge and skills necessary to meet the requirements of the Monroe Township Public Schools and the State of New Jersey. Our goal is to provide all children, regardless of socioeconomic status, race, ethnic background, or ability, the educational opportunity, which will prepare them to function socially, economically and politically in a democratic society. This will help prepare each child to live a worthwhile life and become a source of community pride and our nation as a whole.

A comprehensive visual and performing arts education engages learners in developing self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. The skills and technical qualities involved in creating, recruiting, and interpreting works in the fine and performing arts provide lifelong appreciation. It is the belief that the Monroe Township students will engage in the arts at a deeply enriching level, for them, their families, and their communities.

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation. This enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society.

In the 21st century, life and work are conducted in a dynamic context that enables the students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Monroe Township Public Schools
Williamstown, New Jersey

Scope and Sequence

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
To Become Acquainted with Basic Art Tools	X					
Drawing	X	X	X	X	X	X
Painting	X	X	X	X	X	X
Printmaking		X	X	X	X	X
Three-Dimensional Form	X	X	X	X	X	X

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 1: Grade 5 Student will demonstrate knowledge of: Drawing

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.5.D.1	The student will expand upon knowledge of positive and negative space, reinforcing drawing the negative space	2,5,9,13	12,13,14	1,5
1.3.5.D.1	The student will learn how artists create the illusion of space and distance on a flat surface	1, pg. 124,132 2,5,9,13	12,13,14	1,5
1.3.5.D.3	The student will learn the differences between personal preferences and informed art judgments	1, pg. 129 2,5	12,13	1,5
1.3.5.D.3	The student will perceive differences between dark and light and understand expressive use of value, shading, and contrast	1, pg. 124,132 2,5,9,13	12,13,14	1,5

**MONROE TOWNSHIP PUBLIC SCHOOLS
INSTRUCTIONAL PLAN**

Focus Topic # 1 Grade 5 Student will demonstrate knowledge of: Painting

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.2.D.4 1.3.5.D.1	The student will utilize and further develop painting techniques previously introduced	2,5,9,13	12,13,14	1,5
1.3.2.D.1	The student will understand and use color intensity and neutral colors	2,5,9,13	12,13,14	1,5
1.3.2.D.1 1.3.2.D.4 1.3.5.D.1	The student will experiment more fully with opaque tempera paint	2,5,9,13	12,13,14	1,5
1.3.2.D.1 1.3.2.D.4	The student will create a subjective, as well as, an abstract painting following given specifications on color ranges	2,5,9,13	12,13,14	1,5

**MONROE TOWNSHIP PUBLIC SCHOOLS
INSTRUCTIONAL PLAN**

Focus Topic # 3: Grade 5 Student will demonstrate knowledge of: Painting

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.2.D.4 1.3.5.D.1 1.3.5.D.4	The student will learn to experiment further on their own stressing mixing and control	2,5,9,13	12,13,14	1,5
1.3.5.D.4	The student will be aware of varied art styles and style names	1, pg. 129 2,5	12,13	1,5
1.3.5.D.3 1.3.5.D.4	The student will perceive and understand reasons for steps in the development of complex paintings	2,5,9,13	12,13,14	1,5

**MONROE TOWNSHIP PUBLIC SCHOOLS
INSTRUCTIONAL PLAN**

Focus Topic # 3: Grade 5 Student will demonstrate knowledge of: Printmaking

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.2.D.1 1.3.2.D.4	The student will analyze how artists use lines to suggest textures, patterns, and shadows in artwork	2,5,9,13	12,13	1,5
1.3.2.D.4 1.3.5.D.1 1.3.5.D.4	The student will understand and produce the technique of crayon etching with a variety of effects created by lines	2,5,9,13	12,13,14	1,5
1.3.5.D.3 1.3.5.D.4	The student will be aware of stencil printing as an ancient process used in many cultures	2,5,9,13	12,13,14	1,5
1.3.5.D.4 1.3.5.D.5	The student will collaborate to create a thematic mural using stencil printing	2,5,9,13	12,13,14	1,5

**MONROE TOWNSHIP PUBLIC SCHOOLS
INSTRUCTIONAL PLAN**

Focus Topic #1: Grade 5 Student will demonstrate knowledge of: Printmaking

Content Standard CPI	Established Goals Content Objectives Measurable Skills The students will:	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.5.D.2 1.3.5.D.4	The student will create a mono-print about nature, demonstrating skill in using briars, water-based printing ink, and inking slabs	2,5,9,13	12,13,14	1,5
1.3.5.D.2 1.3.5.D.3	The student will learn of cultural and historical differences reflected in relief prints with similar themes	2,5,9,13	12,13,14	1,5
1.3.5.D.1	The student will create an expressive relief from foam printing blocks	2,5,9,13	12,13,14	1,5

**MONROE TOWNSHIP PUBLIC SCHOOLS
INSTRUCTIONAL PLAN**

Focus Topic #1: Grade 5 Student will demonstrate knowledge of: Three-Dimensional Form

Content Standard CPI	Established Goals Content Objectives Measurable Skills The students will:	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.2-1 1.6-2	The student will understand implied movement in three-dimensional forms	2,5,9,13	12,13,14	1,5
1.2-1 1.3-1 1.6-2	The student will create clay sculptures of animals with texture and implied movement	2,5,9,13	12,13,14	1,5
1.2-1 1.5-2-3 1.6-2	The student will be aware of organic forms and rhythms in 20 th Century architecture	1, pg. 132 2,5,9,13	12,13,14	1,5
1.2-1 1.5-2-3 1.6-2	The student will understand that sculptors may design large-scale sculptures by creating small models, maquettes	1, pg. 126,132 2,5,9,13	12,13,14	1,5

**MONROE TOWNSHIP PUBLIC SCHOOLS
INSTRUCTIONAL PLAN**

Focus Topic #1: Grade 5 Student will demonstrate knowledge of: Three-Dimensional Form

Content Standard CPI	Established Goals Content Objectives Measurable Skills The students will:	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.5.D.2 1.3.5.D.3	The student will perceive and describe visual elements and themes in photomontage artworks	2,5,9,13	12,13,14	1,5
1.2.5.A.2 1.3.5.D.2 1.3.5.D.3	The student will become aware of historical style changes in graphic, fabric, and product design and create a display of product designs	1, pg. 126 2,5,9,13	12,13,14	1,5
1.1.5.D.1 1.3.5.D.4 1.3.5.D.5	The student will learn how sculptors portray action in the human figure	2,5,9,13	12,13,14	1,5

Glossary of Selected Terms

ACTING- The process by which a person uses the entire of self-body, mind, voice, and emotions-to interpret and perform the role of an imagined or assumed character.

ACTOR-A person, male or female, who performs a role in a play or other entertainment.

ACTOR'S POSITION- The orientation of the actor to the audience (e.g., full back, full front, right profile, left profile).

ADDITIVE- Refers to the process of joining parts together to create a sculpture.

BACKGROUND- The part of the picture plane that seems to be farthest from the viewer.

BEAT- A unit of measure of rhythmic time.

CHARACTER- The personality or part an actor re-creates.

CHOREOGRAPHY- The art of composing dances, including shaping movement, structuring phrases, and revising and refining dances.

COLLAGE- An artistic composition made of various materials (e.g., paper, cloth, wood) and glued onto a surface.

COMPOSITION- The creation of original music by organizing sound. It is usually written for others to perform.

CONFLICT- The opposition of persons or forces giving rise to dramatic action in a play.

CONTOUR DRAWING- The drawing of an object as though the drawing tool were moving along the edges and ridges of the form.

COUNTERBALANCE- A weight that balances another weight. The term usually refers to one or more dancers combining their weight in stillness or in motion to achieve an independent movement or design. A limb moving in one direction must be given a counterweight.

CREATIVE MOVEMENT- Dance based on improvisation; the free exploration of movement, usually stimulated by an emotional or narrative theme (e.g., anger, war) or the exploration of an element of movement-time, force, or space (e.g., finding ways of moving on various levels or with varying amounts or qualities of force or energy).

DANCE- (1) A unified work similar to a poem, a piece of music, a play, or a painting. Its structure has a beginning, middle, and end unified by a purpose or set of movement themes into a recognized form. Often, it is rhythmic or is accompanied by music. (2) The field of study including the functions of dance in society past and present, methods of choreography and performance, kinesiology, dance therapy, dance education, dance medicine, and other related studies.

DYNAMICS-Varying degrees of volume in the performance of music.

ELEMENTS OF ART- Sensory components used to create works of art: line, color, shape or form, texture, value, and space.

ELEMENTS OF DANCE- Sensory components used to create and talk about dance: force, space, and time. (See the individual entries in this glossary.)

ELEMENTS OF MUSIC- Form, harmony, melody, and rhythm as well as the expressive elements of dynamics, tempo, and timbre (tone color).

ELEMENTS OF THEATRE- The individual components used to create and talk about works of theatre: character, dialogue, music, plot, and theme.

FORCE OR ENERGY- This element is characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement (i.e., ways in which to release energy) are sustained, percussive, suspended, swinging, and collapsing.

FOREGROUND- Part of a two-dimensional artwork appearing to be nearer to the viewer or in the front. The middle ground and the background are the parts of the picture that appear to be farther and farthest away.

FORM- The organization or plan for patterning movement; the overall structural organization of a dance or music composition (e.g., AB, ABA call and response, rondo, theme and variation, canon, and the interrelationships of movement within the overall structure).

FORM- The organization and structure of a composition and the interrelationships of musical events within the overall structure.

FORM- A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).

GENRE- A class or category of artistic endeavor having a particular form, content, or technique (e.g., ballet, modern, tap, jazz, Indonesian, East Indian, Bugaku). Each kind of dance is characterized by a recognizable technique, system, vocabulary of movement, composition, form, and way of performing.

GENRE- A type or kind of musical work, such as opera, jazz, mariachi.

GENRE- A category of plays characterized by a particular style, form, and content (e.g., tragedy, comedy, tragicomedy, melodrama, farce). In electronic media, genre refers to categories of films, videos, and other media that share narrative and stylistic characteristics, such as the Western or gangster film and slapstick comedy.

GEOMETRIC- Refers to shapes with uniformly straight or curved edges or surfaces.

GESTURE- An expressive movement of the body or limbs.

IMPROVISATION- Movement created spontaneously, ranging from free-form to highly structured, always including an impromptu element of chance.

IMPROVISATION- Spontaneous creation of music.

IMPROVISATION- A spontaneous style in which scenes are created without advance rehearsing or scripting.

INFORMAL THEATRE- A performance focusing on small presentations, such as one taking place in a classroom. Usually, it is not intended for public viewing.

LINEAR PERSPECTIVE- A graphic system used by artists to create the illusion of depth and volume on a flat surface. The lines of buildings and other objects in a picture are slanted, making them appear to extend back into space.

LOCOMOTOR- Movement progressing through space from one spot to another. Basic loco motor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping.

MEDIUM- a material used to create an artwork. Melodic and rhythmic form. The organization and structure of a composition and the interrelationships of musical events within the overall structure.

MELODY- An organized sequence of single notes.

MIDDLE GROUND- The area in a two-dimensional work of art between the foreground and the background.

MOOD- The state of mind or feeling communicated in a work of art, frequently through color.

MOTIVATION- A character's reason for his or her actions or words in a play, film, television program, or video.

MOVEMENT- The principle of design dealing with the creation of actions. It is a way, implied or actual, of causing the eye of the viewer to travel within and across the boundary of a work of art.

MOVEMENT PROBLEM- A specific focus or task that serves as a point of departure for exploring and composing, usually with particular criteria.

NARRATIVE- Sensory development that has a beginning, middle, and end.

NEGATIVE- Refers to the shape or space that exists or represents an area unoccupied by an object.

NOTATION- Written music indicating pitch and rhythm for performance.

ONE-POINT PERSPECTIVE- A means of illustrating three-dimensional objects on a two-dimensional surface. Lines appear to go away from the viewer and meet at a single point, known as the vanishing point, on the horizon.

ORGANIC- Refers to shapes or forms with irregular edges or to surfaces or objects resembling things in nature.

PANTOMIME- Acting without words through facial expression, gesture, and movement.

PATTERN- Lines, shapes, and colors repeated in a variety of predictable combinations.

PERSPECTIVE- A system for representing on a two-dimensional surface three-dimensional objects viewed in spatial recession.

PITCH- The location of a note as to whether it is high or low.

PLOT- That which happens in a story: the beginning, which involves the setting, the characters, and the problem they are facing; the middle, which tells how the characters work to solve the problem; and the ending, in which the problem is resolved.

PRIMARY COLORS- The painting pigments of red, yellow, and blue. From those pigments all paint colors are created. Magenta, cyan, and yellow are primary hues to create all other hues used in printing and new media.

RHYTHM- The organization or pattern of pulses or beats, metered or unmetered, involving music or sounds made by the human body; the dance pattern produced by the emphasis and duration of notes in

RHYTHM- The combination of long and short, even or uneven sounds that convey a sense of movement in time.

SCULPTURE- A three-dimensional work of art, either in the round (to be viewed from all sides) or in bas-relief (low relief, in which figures protrude slightly from the background).

SECONDARY COLORS- Colors that are mixtures of two primary hues: orange, made from red and yellow; green, made from yellow and blue; and violet, made from blue and red.

SEQUENCE- The order in which series of movements and shapes occurs.

SETTING- The locale of the action of a play.

SHAPE- The positioning of the body in space: curved, straight, angular, twisted, symmetrical or asymmetrical.

SHAPE- A two-dimensional area or plane that may be open or closed, free form or geometric, found in nature or made by humans.

SPACE- The immediate, spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Space is also the location of a performed dance.

SPACE- The emptiness or area between, around, above, below, or within objects. Shapes and forms are defined by the space around and within them.

SPATIAL- Of or relating to space or existing in space.

STILL LIFE- An arrangement or a work of art showing a collection of inanimate objects.

SUBTRACTIVE- Refers to a sculpting method in which the original material is removed (the opposite of additive).

TABLEAU- A silent, motionless depiction of a scene created by actors, often from a picture. The plural is tableaux.

TEMPO- The pace at which music moves according to the speed of the underlying beat.

THEATRE- (1) The imitation or representation of life performed for other people; the performance of dramatic literature; drama; the milieu of actors, technicians, and playwrights; the place where dramatic performances take place. (2) Art that is focused on the audience and includes such activities as acting, directing, designing, managing, and performing other technical tasks leading to formal or informal presentations.

THEATRICAL CONVENTIONS- The established techniques, practices, and devices unique to theatrical productions.

THEATRICAL EXPERIENCE- Events, activities, and productions associated with theatre, film and video, and electronic media.

THEATRICAL GAMES- Noncompetitive games designed to develop acting skills. They were popularized by Viola Spolin.

THREE-DIMENSIONAL- Having height, width, and depth. Also referred to as 3-D.

TIME- An element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.

TONE- Multiple meanings: a sound of distinct pitch, quality, or duration; a musical note; the quality or character of a sound; the characteristic quality or timbre of a particular instrument or voice.

VANISHING POINT- In perspective drawing a point at which receding lines seem to converge. Usually located on the horizon line.

VOLUME- the degree of loudness or intensity of a voice.

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