



## Introduction

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### Forward from Dr. Salmon Letter from Arts Education in Maryland Schools Alliance Preface

On September 23, 1997 the Maryland State Board of Education approved the outcomes, expectations, and indicators that comprise THE ESSENTIAL LEARNER OUTCOMES FOR THE FINE ARTS, thus creating curricular standards for dance, music, theatre, and visual art education programs from elementary through high school. The outcomes define a balanced curriculum that will enhance student abilities to reason, solve problems, and communicate effectively through the development of artistic literacy, creative capacity, and informed aesthetic judgment. They ensure consistency, quality, and equity for every student.

James L. Tucker, Jr. - Fine Arts Essential Learner Outcomes

It was with familiarity and respect for the work of the Fine Arts Education Advisory Panel (under the direction of my predecessor, Jay Tucker) that I approached the task of guiding the development of the next generation of fine arts standards for Maryland. The progressive thinking and action that has always been a hallmark of Maryland arts education was harnessed to create a vision for what we were expecting of our students in regards to learning and the arts. The guiding question was clear... How can we honor our past while connecting evolving artistic habits to 21st Century skills?

The National Core Arts Standards (NCAS), published in 2014, was a call to consider personal, community, and global implications of the possible connections in arts classrooms across the nation. Framed by four distinct processes (creating, performing/producing/presenting, responding, and connecting), eleven anchor standards were presented as common goals for each arts discipline:

- Generate and conceptualize artistic ideas and work.
- Investigate, organize, and develop artistic ideas and work.
- Refine and complete artistic work.
- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic technique and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

It made sense, then, that a way to honor the concepts found in the Maryland Fine Arts Essential Learner Outcomes (ELOs) was to include the 1997 language within the structure of the National Core Arts Standards.

MSDE Fine Arts Standards Page 7



The 16-month writing journey began with a side-by-side comparison of the NCAS and the Maryland ELOs. A call for writers was made, committees were formed, and the investigation began to discover where there was natural alignment, where there was overlap, and where there were missing pieces. Next, another configuration of writers was formed to make suggestions for edits of the ELO language as influenced by the NCAS structure. By this time the vision of the new Maryland Fine Arts Standards was becoming clear. With the NCAS as the overall structure, and the Maryland ELOs as the Indicators, another layer was needed to inspire curriculum writers. The final layer, Expectations, was written by yet another team, with a focus on specifically including 21st Century skill and Common Core actions and target terms. The Expectations layer of information brought the concepts of the higher layers into the classroom setting. There were several teams making final editorial recommendations (including statewide representatives at regional Fine Arts Office Briefings in December, 2015) before moving those drafts to solo editors in each arts discipline. The final version of the standards, written by more than 100 stakeholders across the state, was uploaded to the MSDE Fine Arts Office blog site for public comment from February to May of 2016. The public comments led to a few final edits before the new standards were presented to the Maryland State Board of Education for approval.

Simultaneously, a call went out for Maryland arts educators to share their best ideas by participating in two webinars: Developing Lesson Seeds and Units, and Global and Community Arts Projects. Both guiding documents are to inspire teachers to create an ongoing, and constantly updated, library of best practices in our schools. In addition, a committee was formed to write assessments of fine arts standards through the lens of 21st Century skills. We know that arts students are more creative, collaborative, communicative and are better critical thinkers... but how do we assess these invaluable skills? I believe that these assessments will become a national model to elevate the importance of arts education in every classroom across the nation.

The Maryland State Board of Education approved the new Fine Arts Standards on October 15, 2016 and it is with overwhelming joy that they are presented to elevate arts education, in every classroom, across the state!

Kenneth W. Skrzesz

Coordinator of Fine Arts

Maryland State Department of Education



## An Explanation of the Structure of the Fine Arts Standards

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#### Supplemental Documents: Unit and Lesson Seed Examples, Community and Global Project Examples, 21st Century Skill Assessments



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## Dance Standards Grades P-12

DANCE       Artistic Process     Anchor Standard 1       Creating     Generate and concentualize artistic ideas and work													
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ch	<b>End</b> lements noreogra pundatio	phic dev n and a (	e, dance ices serv	structure ve as bot re point f	h a		Wha			Essential Qu	iestion			
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expo	osure		E	xploratio	n	E	Enrichme	ent	Exc	cellence	Entrepreneurship		
	Create da		others.	choreog create c explain main id	ts of danc graphic for lance and its meanin ea.	rms to ng or	I:6-8:1 funda comp dance forms reason choice organ	mentals o osition to in a varie , and expl ns for mov	create ty of ain vement	I:9-12:1: Demonstrate and justify personal movement choice by combining the elements of dance, aesthetic principles, and choreographic forms of dance to communicate artistic intent.				
	Apply an sitional fo	-		phrases reasons	Modify da and discu and eness of c	uss the and apply artistic rig-12:2: Develop an artistic statement for work and explain how movement choices dance and evaluate its artistic effectiveness.								
indepe	: Improvis ndently, u to create nent.	using shap	bes and	elemen (BEST), through	ntion from ts of danc innovate n improvis e that has	ce perform movement Dance information (LOD). phrases using information from the								
with a phrases	: Improvis partner to s that hav , and end.	o create da e a begin	ance	E:3-5:2: phrases reasons modific the effe	Modify d	uss the well as	E:6-8: floor porigin or col comp perfor comp	2: Produc plan for a al indepe laborative osition ar rm the osition fo por plan.	n ndent e 1d	E:9-12:2: Design an original work, using one of the forms, genres, or styles of dance study, acting on creative ideas and producing results through performance of the work.				
thinkin	: Demons g by creat b begin an	ing differ	ent	act on a creating inspired Explain choices	Innovate dance id g a phrase l by the id and supp with clea nication.	ea by lea. ort	E:6-8: indep decide set of Create utilizin and co	3: Work endently e on a per artistic cu e a phrase ng the cri ommunic es clearly.	rsonal riteria. e teria, ate	manifesto fo choreograph	velop a short, indep or creating dance, a ning and organizing and communicate	ct on the idea by movement that		
										others to de diverse pers	eate and collaborate velop a project that onal histories of the goals, and develop a	incorporates the group. Manage the		



							DA	NCE						
		Art <u>istic</u>	Process							Anchor Stan	dard 3			
		Crea	nting						Refine a	and complete	artistic work.			
	End		derstand	ding						Essential Qu				
Chore	ographe	rs analyz	e, evalua	ite, refin	e, and	Но	ow do c	horeogr	aphers ι	use self-reflec	tion, feedback fr	om others, and		
dc	ocument	their wo	rk to cor	nmunica	ite		c	locume	ntation t	o improve th	e quality of their	work?		
		mea	ning.											
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expo	osure		E	xploratio	on	E	nrichme	ent	Exc	ellence	Entrepreneurship		
							Indi	cators						
movem from te	nent base achers ar	hanges of d on sugge nd peers a nce vocab	estions nd	moven feedba others, revisior	Revise cr nent base ck from s and justi n choices.	d on elf and fy	work l intent self ar articul revisio		artistic k from , and	I:9-12:1: Analyze and evaluate the impact of choices made in revision of created work. Justify how revisions clarify artistic intent.				
	s, symbol	e moveme s or availa	-	various dance ( levels,	Describe aspects e.g. patte relationsh s, spacing	of erns, nips of	recogr docun	: Use a nized syst nent dano g, notatio ).	ce (e.g.	I:9-12:2: Cre works of dar		ument and organize		
										e self-reflection and ers, and adjudicato				
				-			Ехрес	tations		_				
		dependen	tly or	E:3-5:1				1: Revise				ork, decide what to		
		o create a	<b>f</b> .		ents and			ind supp		revise, and communicate revision decisions with clear justification.				
	•	entation o t done in		select of for dan the deo	ns in orde reative n ce work. sisions wi inication.	naterial Explain th clear		ons with unicatior			clear justificat	lon.		
E:P-2:2	: Use info	rmation f	rom	E:3-5:2	: Revise c	reated	E:6-8:2	2: Create	dance	E:9-12:2: De	sign a process for c	reating and		
BEST pr	E:P-2:2: Use information from reated work to vary it using the BEST principles. Clearly ommunicate choices.E:3-5:2: Revise creation work and support decisions with cleation.							and journ the proo ging goals	cess,	organizing in	dependent dance v	work.		
	E:3-5:3: Notate dan phrases using given information.							3: Create n for nentatior endent da	of	E:9-12:3: Create a media product for documenting, revising, and evaluating personal dance work.				
	E:3-5:4: Revise independent or collaborative work using feedback, adapting to change						indepe collabe using f	4: Revise endent of prative w feedback by showir lity.	ork ,	feedback on	rtistic intent and wi	nation from llaborative work in hether it was clearly		



							DA	NCE					
Вос	dy, space	Artistic Prese uring Un e, time a lements	enting Iderstar nd ener	n <b>ding</b> rgy are ba	asic	Ηον			rpret, a		entation. municate artistic		
РК	к	1	2	3	4	5	6	7	8	expressio HS Proficient	HS Accomplished	HS Advanced	
	Ехро	sure		Ex	ploratio	n	Er	nrichmei	nt	Exc	cellence	Entrepreneurship	
demon: on ele	Identify a strate mo ments of , space an	ovement l dance: b	ody,	energy, (BEST) te	Use ations of space an o perforn of moven	d time n a	I:6-8:1: moveme and usin compare	cators Increase ent vocat ng BEST a e and cor ariety of es.	nd itrast	I:9-12:1: Using BEST, expand solo, partner, and ensemble performance skills to greater ranges, technical levels, and attention to audience consideration.			
uses (i.e articula indeper groups.	E:P-2:1: Explore different body uses (i.e., whole body, isolation, articulation, shapes) both ndependently and in small groups.						E:6-8:1: directed work ind improve techniqu moveme using th principle	ue and ex ent vocat e BEST es.	and htly to pand	improve tech	hnical skills in solo a	ner and increase and and partnering work.	
explore	: Work ind moveme nt energie	ents using		incorpor	dently to rate a var s in perfo	iety of	increase perform	dently to range of ance ene fferent st	rgies			nnique and uences in different	
	: Work ind changes ient.			perform	dently to moveme of differ	ents in	E:6-8:3: flexibilit change	Demons y in abilit direction ithin a ph	y to s and	E:9-12:3: Communicate with an audience clearly through the use of refined performance skills.			
efficien within a	:P-2:4: Work effectively and fficiently while moving with or vithin a group by maintaining ersonal space. :P.2:5: Vary shythm and speed						others t dance th	atively w o perform nat incluc of spatial s and	n a les a	perform cho	ork collaboratively u reography in uniso nd cohesively as a r		
while p	E:P-2:5: Vary rhythm and speed while performing movements to show flexibility in time usage. the rhythm ar of the same d phrase.						E:6-8:5: collabor others t variety o	-	n a Is,	E:9-12:5: Articulate clearly and effectively in performance with attention to details and nuances that communicate artistic expression.			



							DA	NCE							
		Artistic								Anchor Stan					
		Prese						Develop			vork for presentat	tion.			
David		uring Un								Essential Qu		de four extente			
		he mind e body a					what m	ust the d	ancer d		the mind and bo	dy for artistic			
aev		e body a and arti			for					expressio	nr.				
	artistry	anu arti	stic expi	2551011.						HS	HS				
РК	К	1	2	3	4	5	6	7	8	Proficient	Accomplished	HS Advanced			
	Expo	osure		E	kplorati	on	Ei	nrichmei	nt	Exc	cellence	Entrepreneurship			
							India	cators							
	_			1:3-5:1:	Demonst	rate		Embody							
		trate kine	sthetic		etic awar			al dance sl		I:9-12:1: Apply body-mind principles and technical					
	iess and t	ince move	mont			oficiency	execute	e, recall, a dance	na	dance skills to the performance of complex choreography.					
proncie	ancy in ua	ince move	ement.	in dance	e perforn	nance.	choreog			Choreograph	iy.				
				1:3-5:2:	Demonst	rate and		Apply bas							
					e persona			ical know		1.0 12.2. 4 0	aly anatomical pring	sinles and healthful			
		trate a vai	•		ul practic			awareness nal knowle			ply anatomical princ a range of technica				
		ely in pers			ctivities a			e safe and	•		sonal plan that supp	· ·			
(kinesp	nere) and	d general :	space.		y life inc n and inj	•		ul strategi		everyday life	e.				
				prevent		,		varming up	and						
							dancing	<u>.</u> Collabora	te with						
I:P-2:3:	Complet	e simple o	dances		Collabora			o determir		I:9-12:3: Plan and execute collaborative and					
	• •	to end, fo	llowing		eatively v o analyze			ent strateg		independent rehearsal processes with attention to					
teacher	r cues or i	models.			rtistic wo			ing perfor	mance	technical details and artistry.					
				1:3-5:4:	Expand		accurac	Display							
I:P-2:4:	Explore l	knowledge	e and		dge and			dge and		I:9-12:4: Demonstrate proficiency in dance form and					
	•	formance	2	executi			executi				technique, discuss ways in which proficiency affects				
compet	tencies in	dance.		perforn			perform			dance perfo	rmance.				
				compet	encies II	n dance.		tencies in	dance.		_				
E-D 2-1	Domonst	trate a rar	and of	E-2 5-1	: Memor	izo and		tations Memoriz	aand	E-0 12-1- M	emorize and perform	n tochnically and			
		ion-locom	-			phrases		n technica			ccurate choreograp				
	ents that			•	e works		artistica	ally accura	te	,					
fundam	nental dai	nce skills.		technic	al accura	асу.		hrases or	dance						
F.D.2.2	· Work in	depender	thy to	F·3-5·2·	Recognia	70	works.	Recogniz	o the	E-9-12-2- Cr	eate and follow a pe	arconal plan that			
		d perform	-		ent perfo			ship of he			althy dancing and li				
-	novemer	•			y and inc		•	es, alignme			ness, discipline, life				
					ering ana			al accurac		education, a	ind goals).				
E:P-2:3	: Explore	how and	why		nt, safet Develop			revention Analyze h		E:9-12:3: An	alvze personal align	ment strengths and			
	-	n is import	-		ental kno			al dance p			and create a remed	-			
		dy too mo	ove		ne value			ute to safe							
efficien	itly.			• •	ition, an ng the bo		prevent	ent and in tion.	Jury						
				dance.		.,	prevent								
		strate awa		E:3-5:4:	Safely a			Be a self-		E:9-12:4: Create an effective and efficient rehearsal					
		fely in, ge		0	in a defir			d learner a		process.					
and per	rsonal (kii	nesphere)	space.	•	nd perce elations			strategie g greater							
				other da				ormance.	cluricy						



							DAI	NCE						
		Artistic	Process							Anchor Stand	dard 6			
		Prese	nting				Conv	ey mear	ning thr	ough the pre	sentation of artis	tic work.		
	Endı	uring Un	derstan	ding					-	Essential Qu	estion			
Dane	ce perforr	nance is a	an intera	ction bet	tween		How d	oes a da	ncer he	eighten artist	ry in a public perf	formance?		
-	ormer, pro													
that h	neightens	and amp	lifies arti	stic expr	ession.		1			LUC.	110			
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Ехро	sure	1	E	xplorati	on	En	richmer	t		cellence	Entrepreneurship		
						-		ators						
followi demon	: Dance fo ng models strating ro mance etio	s and cue ehearsal a	s,	audien spaces rehear	: Dance fo ice in a va , demons rsal and mance eti	riety of trating	I:6-8:1: D of audien venues de performa technique	ance for a aces in a va emonstrat ance etique es, and pra ass, rehear	riety of ing ette, ictices	professional	se a broad repertoir	rmance etiquette and		
or purp create	Determir Dose of a c productio Ipport the	dance and n elemen	ł	meanir artistic and cre	Determin ng, purpos intent of a eate produ nts that su	e or a dance ction	design o elements the artis	Work atively on f producti s that sup tic intent g of a dance	on port and	I:9-12:2: Work collaboratively to produce dance works and concerts in a variety of venues, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.				
										I:9-12:3: Dev	velop a professional	l portfolio that		
										documents	the rehearsal and p	erformance process.		
5.0.2.4	Desferre		C	E-2 E-4	Deufeune		-	pectations 8:1: Perform dances		E:9-12:1: Make decisions regarding the production				
audien commu	: Perform ce with at unication o or song.	tention t	o clear	for an a attenti commu poems	: Perform audience v on to clear unication c , songs, an al ideas.	vith of stories,	for audie intent of meaning	ences with commun clearly th e techniqu	the icating rough	elements th	at will support chor tage production suc	eography. Focus on h as lighting, sound,		
assemt elemer	: Think cro ble simple nts such as y, posters,	producti s props,	on	and an to proc suppor props, posters	: Think cre alyze artis luce eleme t the work scenery, p s, costume logy, med	tic work ents that such as rograms, s,	directed assuming responsi rehearsa performa make-up	ance (cost o, hair, pei	umes,	E:9-12:2: Work effectively with diverse teams as a contributor to a production in roles such as rehearsal assistant, wardrobe mistress, stage manager, lighting designer, hair and makeup design program design, marketing, etc.				
audien	: Interact ce in a for on activit	mal or in	formal	audien	3: Interact ice in a fo formal ref y.	rmal	warm-up).			effectively w	anage a production vith a team to produ ecture-demonstrati	uce a work of art,		
							consisten performa competer awarenes physical c concentra	ncies, such ss of space discipline, a ation in Is and dand	on of as , and	competencio awareness,	rform a dance focus es, such as projectic expression in move tion of choreograph	ment, and/or		
							an audie	Interact ence in a ormal refl	formal		eract with an audie lection activity.	nce in a formal and		



								DA	NCE						
[	Dan	ce is p	Respo <b>uring Ui</b> perceive		<b>iding</b> nalyzed t	0	Anchor Standard 7 Perceive and analyze artistic work. Essential Question How is dance understood?								
	1	com	prehenc	l its mea	ning.										
РК		К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
		Ехро	sure		Ex	ploratio	on	Er	nrichmei	nt	Exc	cellence	Entrepreneurship		
guided	l crit	teria to	and apply o evaluat nd perfor	e	and app evaluate	Identify, Ily criteri e choreo formance	a to graphy	I:6-8:1: demons of move connect	cators Describe strate pat ement an tion to co preograph	terns d their ntext	I:9-12:1: Analyze choreography for structure, meaning, and artistic intent.				
vocabu	P-2:2: Identify movement ocabulary of different genres nd cultures.							movem charact multiple cultures they rel	eristics of e genres, s, and sty	les as		2:2: Analyze how dance communicates netic and cultural values using specific dance inology.			
					1			-	tations						
and de heard, when c	escri felt obse	be wh , and e erving	nicate cle at is seer experienc a dance.	۰ ۱,	observe of dance and des elemen used.	idently to a perfor e work; a cribe ho ts of dan	mance inalyze w the	pattern to comr intent.	nts about s in a dan municate	ce help artistic	structure of	E:9-12:1: Think critically in order to analyze the structure of complex choreographic works.			
princip moven sequer	iatic oles, nen nces	on fron identi ts, uni in an	n aesthet ify repeat ty, variet observed	ted y, and	dance t	Use tion fror erminolo e pattern	gy to	from da and mov descript	Use inform nce termi vement ors to disc meaning	nology cuss	E:9-12:2: Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography.				
BEST pr describ observe Apply to descrip	xperienced dance.     E:3-5:3: Apply       :P-2:3: Using information from     E:3-5:3: Apply       EST principles, identify and     technology effe       escribe shapes and levels in an     developing an or       bserved or experienced dance.     for recording or       pply technology by capturing     or experienced       escriptions in a given     in a dance.       rganizational tool.     in a dance.							effective compare instrum	Apply tec ely by crea e and con ent for de eristics of dance.	ating a trast scribing	instrument f		ctively by creating an is of how meaning is ce styles.		
E:P-2:4 observe	: Us e an nces	ing crit d exan i in mo	ical think nine and e vements	explain	principle describe	Using tion from es, identif qualities ent of var	y and of	principle contrast	Using tion from es, compa thow eler re used w	re and nents of	in writing, he	E:9-12:4: Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance.			
								others to patterns	Work atively wi o re-creat and mov d in a dan	e ements	choreograph	ork independently t nic structure of a da that structure.	o analyze the nce and create a new		



							DA	NCE						
n comm	e is intenneaning, nunicate ents of d	uring Un rpreted and arti d throug	onding derstan by consi stic exp sh the us ance tec	ding dering in ression a se of the hnique, o	is body,			Inter	oret inte	Anchor Stand ent and mean Essential Qua v is dance inte	ing in artistic wor estion	·k.		
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Ехро	osure		E	kploratio	on	E	nrichme	nt	Excellence Entrepreneu				
intent i	n an obse	meaning a erved dan nce termir	ce	define t idea of a	Identify a he main/ an observ sing dand ology.	/central ved	I:6-8:1: termine how ar achieve use of t	cators Using da ology, ex tistic inte ed throug the eleme techniqu	olain nt is h the ents of	1:9-12:1: Analyze and interpret artistic expression using dance terminology, across genres, styles, cultural movement practices with attention to it and meaning				
and des	:P-2:1: Communicate clearly nd describe how an observed ance makes you feel. E:3-5:1: Interact effectively with o and discuss possi meanings and choreographic int an observed dance						ble dance and non-dance vocabulary, describe how the elements of							
clearly particu	communi lar mover e makes y	effectivel icate how ment or p ou feel as	a art of	recorde dance ir discuss	Analyze d or perf n order to moveme s and stru	ormed o nt	E:6-8:2 judgme decisio possibl an obse justify l meanir		ling the gs of nce, g these ecific		ink critically and coi ession in a variety o	mpare and contrast f different dances.		
decision perform commu	: Make ju ns as to h nance qua inicates n ed dance.	explain in a dan	Identify why a mo ice had p g or resp	oment ersonal	E:6-8:3 choreo	: Analyze graphic ii ty of cont	ntent in	E:9-12:3: Work collaboratively to make judgments and decisions in order to justify various interpretations of the same dance, interacting effectively with others.						
using d identify	E:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance. E:3-5:4: Clearly communicate how a dancer's technique conveys artistic expression and clari an observed dance.							: Using ation fror les, expla fluence a sion in an etation o	in how rtistic d	refinements	•	d explain how contribute to artistic ntent, and meaning		



				DA	NCE						
Artistic Proce Responding	55				Ap		Anchor Stand eria to evalua	<b>dard 9</b> Ite artistic work.			
<b>Enduring Underst</b> Criteria for evaluating dan genres, styles, and d	ce vary ac	ross			Wh		<b>Essential Qu</b> ia are used to	estion o evaluate dance?	?		
РК К 1 2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
Exposure	E	xploratio	on	EI	nrichme	nt	Exc	cellence	Entrepreneurship		
				India	ators						
I:P-2:1: Identify and apply criteria for making aesthetic judgments in dance.	analyze criteria	Identify, , and app for makin ic judgmo	ng	and ap making	Create, a ply criter aestheti ents in da	a for c		ically examine and preography and per	document personal rformance.		
				Ехрес	tations						
E:P-2:1: Make judgments and decisions as to how costume, hair, make-up, sets, lighting, music, etc. contribute to the meaning of a dance. Discuss decisions.	and dec costume lighting, a dance	Make jud isions as t e, make-u music, et successfu decisions.	o how p, sets, c. make II.	relation costum sets, lig	: Evaluate nship of e, make- ghting, m the mear e.	up, usic,	E:9-12:1: Think creatively and critically to develop and justify personal criteria for evaluating a dance.				
E:P-2:2: Use information from guided criteria to evaluate a dance based on communication of meaning or intent.	from give evaluated on com	Use info ven criter e a dance municatio ideas, str ent.	ria to e based on or	create evaluat and ap	: Collabo criteria fo ing a dar ply those bserved o	or ice, criteria			decisions in order to choreographic work.		
E:P-2:3: Recognize and describe guided aesthetic principles, such as repetition, unity, variety, and sequence in dance performances.	describe aestheti as repet variety, proporti balance, climax, a	Recognize selected c principle ition, unit sequence ion, transi , harmony and contra erforman	es such ty, tition, /, ast, in	aesthet evaluate perform improvi choreog		to I and the	E:9-12:3: Apply technology effectively to write an aesthetic analysis of a personal choreographic work.				
E:P-2:4: Think critically and describe how the elements of dance are combined in observed performances to create mood of communicate concepts.	and desi selection of dance choreog affects p perform	raphic for personal ances, sations, ar	lements rms	rational concept aesthet effectiv perform	sations, a	ain ns, ns, and personal	personal cho to strengthe		decisions regarding ate and justify a plan ing goals and time		
E:P-2:5: Engage appropriately as an audience participant in formal and informal settings.	E:3-5:5: appropriaudience	Engage riately as ce particip and infor	pant in	E:6-8:5: Engage     E:9-12:5: Engage appropriately as an audience       appropriately as an     audience participant in       formal and informal     settings.							



								DA	NCE				
exp	ls dar erien	<b>Endu</b> nce is ices,	Conn <b>Iring Ui</b> s experi knowle	dge, and	<i>ding</i> Il person context: to interp	s are		Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art. Essential Question How does dance deepen our understanding of ourselves, other knowledge, and events around us?					
РК	k	<	mea 1	ning. 2	3	4	5	6	7	8	HS HS Proficient Accomplished HS Advanced		
	E	Expo	sure		Ex	ploratio	n	E	Inrichme	ent		Accomplished cellence	Entrepreneurship
						•		Indi	cators				
I:P-2:1: Create, describe, and perform a dance to express personal meaning. I:P-2:1: Create, describe, and perform a dance to express personal meaning. I:P-2:1: Create, describe, and dance perfo and describe feelings and are evoked feelings and are evoked feelings and are evoked feelings and		nce a vari erformar cribe the and idea ked by th	iety of nces as that is that item 1:6-8:1: Connect the concepts of a variety of dances with personal perspectives		I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.								
I:P-2:2: Observe or experience a work of art to identify ideas as a basis for creating dance movement.I:3-5:2: A research impetus f meaningf			h informa s for creat	ation as ting contracting ideas		I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.							
								Expe	ctations				
locomotor and non-locomotor da movements and assign personal fe meaning to the way the to		E:3-5:1: Observe a dance and discuss how feelings and ideas relate to your personal experience.		E:6-8:1: Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning.		document o and growth		eriences, knowledge, side of dance impact					
perform a dance about personal experiences. i.e. going to the park, a ball game, a birthday party, a family event.			lop indivi tudies the te the ele e, choreo and aesth es to	nk creativelyE:6-8:2: Workindividualindependently toies thatidentify differentae elementsaspects of personalhoreographicinterests and identityaestheticand use theoinformation to createat ideas,a dance that expresses		nt onal lentity create	E:9-12:2: Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created dance.		communicate those				
E:P-2:3: Use works of art, literature, science, or current events as inspiration to create dance movement. E:3-5:3: L informati research discipline to create meaning.		ition from h in othei nes as ins te dance t	E:6-8:3: Examine literature, scientific texts, artistic works, piration current events, etc.,		E:9-12:3: Use information from the examination of literature, scientific texts, artistic works, current events, etc.; reflect on personal experiences in relationship to that information, and create an independent dance that connects that information		ic works, current l experiences in n, and create an						
E:P-2:4: Identify and communicate reasons to create dance outside of school. E:3-5:4: Identify and communicate reasons to create to create dance ou of school.			asons	E:6-8: comm to cre	4: Identif nunicate r ate dance le of scho	easons		entify and communi e outside of school.					



							DA	NCE					
Artistic Process Connecting Enduring Understanding Dance literacy includes deep knowledge and					Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Essential Question How does knowing about societal, cultural, historical and community								
perspe		out socie <sup>.</sup> communi		al, histori ts.	cal, and			(	experien	ices expand d	lance literacy?		
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Expo	osure		E)	kploratio	on	E	nrichme	nt	Exc	cellence	Entrepreneurship	
							Indi	cators					
of dand	ces from	trate kno a variety es, and hi	of	knowled contexts variety d	Demonstr lge of the of dance of cultures s, and hist	e contrast the contexts of dances from a variety of cultures, societies, and		characteristi people from	I:9-12:1: Analyze and discuss how specific movement characteristics, techniques, and artistry relate to the people from which the dances originate and to personal dance literacy.				
	, and per	ance to h sonal	istory,		Relate da and histo		dance	Explain l reflects a ces histo	nd	means of co	I:9-12:2: Analyze the ways people use dance as a means of communication and expression from a cultural, societal, and historical perspective.		
relationships of dance to other arts subjects in school.			relations music, tl	Describe t ships of d heatre, th dia arts a es.	the I:6-8:3: Describe the ance to relationships of dance to re visual music, theatre, visual			I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.					
							Ехрес	tations					
E:P-2:1: Act on creative ideas to describe and create movement that expresses elements of your personal heritage.		E:3-5:1: Work independently and collaboratively to experience different social, historical, and cultural forms of dance, making a personal connection.		E:6-8:1: Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance.		E:9-12:1: Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa.							
E:P-2:2: Act on creative ideas to describe and create movement that expresses elements and characteristics of your community.			literacy perform	3-5:2: Apply dance eracy through erforming a variety of rms and styles of ince.		E:6-8:2: Apply technology effectively to create a time line that connects social, cultural, and historical context to the artistic development of dance.		E:9-12:2: Create a media product and analyze and document how societal, cultural, and historical events have impacted the development of personal dance literacy.					
recognize dance as a form of expression and explain why people dance.			E:3-5:3: Work collaboratively with others to perform and explain the meaning of dances from cultures related to general classroom studies.		E:6-8:3: Analyze how various media have affected the development of dance.		E:9-12:3: Apply technology effectively and research distinctive aspects of a community and use the research to create a dance tailored for that community. (e.g. special needs, local group, elementary school).						
E:P-2:4: Compare and contrast cultural purposes for creating by examining dance from different times and places.			E:3-5:4: how dar inform o values, a	5:4: Analyze and infer dance is used to m or change beliefs, es, and/or behaviors n individual or		E:6-8:4: Analyze how response to dance is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.		E:9-12:4: Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center).					
										choreograph	alyze and evaluate her/artist or a group es, and behaviors o	o of artists on the	



## **Dance Standards Grades P-2**

## Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?

PI	K		К		1	2
		<b>D</b>		-		

Developmental Level: Exposure

Indicators

I:P-2:1: Demonstrate the ability to create and perform dance through exploration of a variety of stimuli.

I:P-2:2: Develop the ability to combine the elements of dance to create movement.

#### Expectations

E:P-2:1: Solve movement problems by responding to stimuli. (e.g., nature, feelings, personal experience)

E:P-2:2: Act on creative ideas through guided work with shapes in locomotor and non-locomotor forms.

E:P-2:3: Act on creative movement ideas through play, using a variety of shapes, levels, energies, and timing.

E:P-2:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making when creating choreography?

РК	К	1	2			
Developmental Level: Exposure						

#### Indicators

I:P-2:1: Create dance by improvising alone or with others.

I:P-2:2: Apply and recognize compositional form in dance.

#### Expectations

E:P-2:1: Improvise independently, using shapes and levels, to create dance movement.

E:P-2:2: Improvise collaboratively with a partner to create dance phrases that have a beginning, middle, and end.

E:P-2:3: Demonstrate flexibility in thinking by creating different ways to begin and end a dance.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self- reflection, feedback from others, and documentation to improve the quality of their work?

РК	К	1	2			
Developmental Level: Exposure						

#### Indicators

I:P-2:1: Describe movement using pictures, symbols or available technology.

I:P-2:2: Explore changes of movement based on suggestions from teachers and peers and choices from dance vocabulary.

#### Expectations

E:P-2:1: Work independently or collaboratively to create a symbolic representation of a dance movement done in class.

E:P-2:2: Use information from created work to vary it using the BEST principles. Clearly communicate choices.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, space, time and energy are basic elements of dance.	How do dancers work with space, time and energy to communicate artistic expression?

РК	К	1	2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Identify and demonstrate movement based on elements of dance: body, energy, space and time (BEST).

#### Expectations

E:P-2:1: Explore different body uses (i.e., whole body, isolation, articulation, shapes) both independently and in small groups.

E:P-2:2: Work independently to explore movements using different energies.

E:P-2:3: Work independently to explore changes of directions in movement.

E:P-2:4: Work effectively and efficiently while moving with or within a group by maintaining personal space.

E:P-2:5: Vary rhythm and speed while performing movements to show flexibility in time usage.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?

РК	К	1	2	
Douglanmantal Lough Exposure				

Developmental Level: Exposure

#### Indicators

I:P-2:1: Demonstrate kinesthetic awareness and technical proficiency in dance movement.

I:P-2:2: Demonstrate a variety of movements safely in personal (kinesphere) and general space.

I:P-2:3: Complete simple dances from beginning to end, following teacher cues or models.

I:P-2:4: Explore knowledge and execution of performance competencies in dance.

#### Expectations

E:P-2:1: Demonstrate a range of locomotor and non-locomotor movements that require fundamental dance skills.

E:P-2:2: Work independently to recall, refine, and perform simple dance movement.

E:P-2:3: Explore how and why healthy nutrition is important in order for the body too move efficiently.

E:P-2:4: Demonstrate awareness of, and move safely in, general and personal (kinesphere) space.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

РК	К	1	2	
Developmental Level: Exposure				

#### Indicators

I:P-2:1: Dance for an audience following models and cues, demonstrating rehearsal and performance etiquette.

I:P-2:2: Determine the meaning or purpose of a dance and create production elements that help support them.

#### Expectations

E:P-2:1: Perform a dance for an audience with attention to clear communication of a story, poem, or song.

E:P-2:2: Think creatively and assemble simple production elements such as props, scenery, posters, costumes, etc.

E:P-2:3: Interact with an audience in a formal or informal reflection activity.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?

РК	К	1	2

Developmental Level: Exposure

Indicators

I:P-2:1: Identify and apply guided criteria to evaluate choreography and performance.

I:P-2:2: Identify movement vocabulary of different genres and cultures.

#### Expectations

E:P-2:1: Communicate clearly and describe what is seen, heard, felt, and experienced when observing a dance.

E:P-2:2: Using guided information from aesthetic principles, identify repeated movements, unity, variety, and sequences in an observed or experienced dance.

E:P-2:3: Using information from BEST principles, identify and describe shapes and levels in an observed or experienced dance. Apply technology by capturing descriptions in a given organizational tool.

E:P-2:4: Using critical thinking, observe and examine and explain differences in movements of two contrasting dances.



## Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	How is dance interpreted?



Developmental Level: Exposure

Indicators

I:P-2:1: Identify meaning and intent in an observed dance using simple dance terminology.

#### Expectations

E:P-2:1: Communicate clearly and describe how an observed dance makes you feel.

E:P-2:2: Reason effectively and clearly communicate how a particular movement or part of a dance makes you feel as a participant.

E:P-2:3: Make judgments and decisions as to how performance quality communicates meaning in an observed dance.

E:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

РК К 1 2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Identify and apply criteria for making aesthetic judgments in dance.

#### Expectations

E:P-2:1: Make judgments and decisions as to how costume, hair, make-up, sets, lighting, music, etc. contribute to the meaning of a dance. Discuss decisions.

E:P-2:2: Use information from guided criteria to evaluate a dance based on communication of meaning or intent.

E:P-2:3: Recognize and describe guided aesthetic principles, such as repetition, unity, variety, and sequence in dance performances.

E:P-2:4: Think critically and describe how the elements of dance are combined in observed performances to create mood or communicate concepts.

E:P-2:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

РК	K	1	2	
	<b>~</b> ·			

Developmental Level: Exposure

#### Indicators

I:P-2:1: Create, describe, and perform a dance to express personal meaning.

I:P-2:2: Observe or experience a work of art to identify ideas as a basis for creating dance movement.

#### Expectations

E:P-2:1: Demonstrate basic locomotor and non-locomotor movements and assign personal meaning to the way the movement makes you feel.

E:P-2:2: Create, describe, and perform a dance about personal experiences. i.e. going to the park, a ball game, a birthday party, a family event.

E:P-2:3:Use works of art, literature, science, or current events as inspiration to create dance movement.

E:P-2:4: Identify and communicate reasons to create dance outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Un	derstanding	Essential Question
Connecting	Dance literacy knowledge and about societal, cu and commun	d perspectives Itural, historical,	How does knowing about societal, cultural, historical and community experiences expand dance literacy?
РК	К	1	2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Demonstrate knowledge of dances from a variety of cultures, societies, and history.

I:P-2:2: Relate dance to history, society, and personal experience.

I:P-2:3: Describe the relationships of dance to other arts subjects in school.

#### Expectations

E:P-2:1: Act on creative ideas to describe and create movement that expresses elements of your personal heritage.

E:P-2:2: Act on creative ideas to describe and create movement that expresses elements and characteristics of your community.

E:P-2:3: Reason effectively to recognize dance as a form of expression and explain why people dance.

E:P-2:4: Compare and contrast cultural purposes for creating by examining dance from different times and places.



## Dance Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?

3	4	5	
	Developmental Level: Exploration		

#### Indicators

I:3-5:1: Demonstrate the ability to create and perform dance through guided and self- exploration of a variety of stimuli.

I:3-5:2: Develop the ability to solve movement problems.

#### Expectations

E:3-5:1: Demonstrate flexibility by improvising phrases from a variety of criteria.

E:3-5:2: Think critically to create phrases from student- identified criteria.

E:3-5:3: Collaborate with a partner to improvise movement using shadowing and mirroring.

E:3-5:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making when creating choreography?

3	4	5	
	Developmental Level: Exploration		

#### Indicators

I:3-5:1: Use the elements of dance and choreographic forms to create dance and explain its meaning or main idea.

I:3-5:2: Modify dance phrases and discuss the reasons and effectiveness of choices.

#### Expectations

E:3-5:1: Using information from the elements of dance (BEST), innovate through improvisation, a phrase that has meaning.

E:3-5:2: Modify dance phrases, and discuss the reasons for the modifications as well as the effectiveness of artistic choices.

E:3-5:3: Innovate and act on a dance idea by creating a phrase inspired by the idea. Explain and support choices with clear communication.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self- reflection, feedback from others, and documentation to improve the quality of their work?

3	4	5
	Developmental Level: Exploration	

#### Indicators

I:3-5:1: Revise created movement based on feedback from self and others and justify revision choices.

I:3-5:2: Describe various aspects of dance (e.g. patterns, levels, relationships of dancers, spacing).

#### Expectations

E:3-5:1: Make judgments and decisions in order to select creative material for dance work. Explain the decisions with clear communication.

E:3-5:2: Revise created work and support decisions with clear communication.

E:3-5:3: Notate dance phrases using given information.

E:3-5:4: Revise independent or collaborative work using feedback, adapting to change.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, space, time and energy are basic elements of dance.	How do dancers work with space, time and energy to communicate artistic expression?

3		4			5	
	_		 			

Developmental Level: Exploration

### Indicators

I:3-5:1: Use combinations of body, energy, space and time (BEST) to perform a variety of movements.

### Expectations

E:3-5:1: Use information from the BEST principles to explore and expand upon technique and vocabulary.

E:3-5:2: Work independently to incorporate a variety of energies in performed movement.

E:3-5:3: Work independently to perform movements in a variety of different directions.

E:3-5:4: Work in small groups cooperatively to perform movements using a variety of spatial relationships.

E:3-5:5: Work independently and in small groups to vary the rhythm and speed of the same dance phrase.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?

3	4	5
	Developmental Level: Exploration	

#### Indicators

I:3-5:1: Demonstrate kinesthetic awareness and technical proficiency in dance performance.

I:3-5:2: Demonstrate and evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.

I:3-5:3: Collaborate and work creatively with others to analyze and refine artistic work.

I:3-5:4: Expand knowledge and execution of performance competencies in dance.

### Expectations

E:3-5:1: Memorize and perform dance phrases or dance works with technical accuracy.

E:3-5:2: Recognize movement performed correctly and incorrectly (considering anatomy, alignment, safety).

E:3-5:3: Develop fundamental knowledge about the value of warm up, nutrition, and preparing the body for dance.

E:3-5:4: Safely adapt to change in a defined space and perceive spatial relationships to other dancers.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

3	4	5	
	Developmental Level: Exploration		

### Indicators

I:3-5:1: Dance for an audience in a variety of spaces, demonstrating rehearsal, and performance etiquette.

I:3-5:2: Determine the meaning, purpose or artistic intent of a dance, and create production elements that support them.

### Expectations

E:3-5:1: Perform dances for an audience with attention to clear communication of stories, poems, songs, and personal ideas.

E:3-5:2: Think creatively and analyze artistic work to produce elements that support the work such as props, scenery, program, posters, costumes, technology, media, etc.

E:3-5:3: Interact with an audience in a formal and informal reflection activity.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?

3	4	5

Developmental Level: Exploration

Indicators

I:3-5:1: Identify, create, and apply criteria to evaluate choreography and performance.

I:3-5:2: Describe movement characteristics of multiple genres, cultures, and styles.

### Expectations

E:3-5:1: Work independently to observe a performance of dance work; analyze and describe how the elements of dance are used.

E:3-5:2: Use information from dance terminology to describe patterns in a dance.

E:3-5:3: Apply technology effectively by developing an organizer for recording observed or experienced patterns in a dance.

E:3-5:4: Using information from BEST principles, identify and describe qualities of movement of various dances.



### Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	How is dance interpreted?

3	4	5

#### Developmental Level: Exploration

#### Indicators

I:3-5:1: Identify and define the main/central idea of an observed dance using dance terminology.

#### Expectations

E:3-5:1: Interact effectively with others and discuss possible meanings and choreographic intent of an observed dance.

E:3-5:2: Analyze a recorded or performed dance in order to discuss movement qualities and structure.

E:3-5:3: Identify and explain why a moment in a dance had personal meaning or response.

E:3-5:4: Clearly communicate how a dancer's technique conveys artistic expression and clarity in an observed dance.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

3	4	5

Developmental Level: Exploration

### Indicators

I:3-5:1: Identify, analyze, and apply criteria for making aesthetic judgments in dance.

### Expectations

E:3-5:1: Make judgments and decisions as to how costume, make-up, sets, lighting, music, etc. make a dance successful. Discuss decisions.

- E:3-5:2: Use information from given criteria to evaluate a dance based on communication or theme, ideas, structure, and intent.
- E:3-5:3: Recognize and describe selected aesthetic principles such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast, in dance performances.
  - E:3-5:4: Think critically and describe how selection of the elements of dance and choreographic forms affects personal performances, improvisations, and choreography.
    - E:3-5:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

3	4	5
	Dovelopmental Lovel: Exploration	

### Developmental Level: Exploration

#### Indicators

I:3-5:1: Observe or experience a variety of dance performances and describe the feelings and ideas that are evoked by the experience.

I:3-5:2: Access and use research information as impetus for creating meaningful dance.

### Expectations

E:3-5:1: Observe a dance and discuss how feelings and ideas relate to your personal experience.

E:3-5:2: Think creatively to develop individual dance studies that integrate the elements of dance, choreographic forms, and aesthetic principles to communicate ideas, thoughts, and feelings.

E:3-5:3: Use information from research in other disciplines as inspiration to create dance that has meaning.

E:3-5:4: Identify and communicate reasons to create dance outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

3	4	5	
	Developmental Level: Exploration		

#### Indicators

I:3-5:1: Demonstrate knowledge of the contexts of dances from a variety of cultures, societies, and history.

I:3-5:2: Relate dance to society and history.

I:3-5:3: Describe the relationships of dance to music, theatre, the visual arts, media arts, and other disciplines.

#### Expectations

E:3-5:1: Work independently and collaboratively to experience different social, historical, and cultural forms of dance, making a personal connection.

E:3-5:2: Apply dance literacy through performing a variety of forms and styles of dance.

E:3-5:3: Work collaboratively with others to perform and explain the meaning of dances from cultures related to general classroom studies.

E:3-5:4: Analyze and infer how dance is used to inform or change beliefs, values, and/or behaviors of an individual or society.



# Dance Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?

6	7	8
	Developmental Level: Enrichment	

Indicators

I:6-8:1: Demonstrate the ability to use improvisation, perceptual skills, and a variety of stimuli to create and perform dance.

I:6-8:2: Use movement vocabulary and dance terminology to create and articulate work with artistic intent.

### Expectations

E:6-8:1: Demonstrate flexibility by improvising phrases of varying length from given criteria.

E:6-8:2: Think critically to create phrases from student-identified criteria.

E:6-8:3: Improvise using the information from a given phrase to create contrasting sections.

E:6-8:4: Demonstrate flexibility in solving movement problems by working independently and collaboratively to find different solutions.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making when creating choreography?

# 6 7 8 Developmental Level: Enrichment

### Indicators

I:6-8:1: Use fundamentals of composition to create dance in a variety of forms and explain reasons for movement choices and organization.

I:6-8:2: Determine and apply artistic criteria to create dance and evaluate its artistic effectiveness.

### Expectations

E:6-8:1: Create, manipulate, and perform movement phrases using information from the elements of dance. (BEST)

E:6-8:2: Produce a floor plan for an original independent or collaborative composition and perform the composition following the floor plan.

E:6-8:3: Work independently to decide on a personal set of artistic criteria. Create a phrase utilizing the criteria and communicate choices clearly.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self- reflection, feedback from others, and documentation to improve the quality of their work?

6	7	8
	Developmental Level, Enrichme	at

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Revise created work based on artistic intent, feedback from self and others, and articulate reasons for revisions.

I:6-8:2: Use a recognized system to document dance (e.g. writing, notation, oral, media).

### Expectations

E:6-8:1: Revise created work and support decisions with clear communication.

E:6-8:2: Create dance work and journal or notate the process, managing goals and time.

E:6-8:3: Create a system for documentation of independent dance work.

E:6-8:4: Revise independent or collaborative work using feedback, thereby showing flexibility.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, space, time and energy are basic elements of dance.	How do dancers work with space, time and energy to communicate artistic expression?

6	7	8

Developmental Level: Enrichment

### Indicators

I:6-8:1: Increase movement vocabulary and using BEST and compare and contrast with a variety of genres and styles.

### Expectations

E:6-8:1: Be a self- directed learner and work independently to improve dance technique and expand movement vocabulary using the BEST principles.

E:6-8:2: Work independently to increase range of performance energies using different styles and genres.

E:6-8:3: Demonstrate flexibility in ability to change directions and levels within a phrase or dance.

E:6-8:4: Work collaboratively with others to perform a dance that includes a variety of spatial patterns and relationships.

E:6-8:5: Work collaboratively with others to perform a variety of rhythms, speeds, and phrasing.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?

6	7	8
	Developmental Level: Enrichment	

#### Indicators

I:6-8:1: Embody technical dance skills to replicate, recall, and execute dance choreography.

I:6-8:2: Apply basic anatomical knowledge, spatial awareness, and nutritional knowledge to promote safe and healthful strategies when warming up and dancing.

I:6-8:3: Collaborate with peers to determine and document strategies for enhancing performance accuracy.

I:6-8:4: Display knowledge and execution of performance competencies in dance.

### Expectations

E:6-8:1: Memorize and perform technically and artistically accurate dance phrases or dance works.

E:6-8:2: Recognize the relationship of healthful practices, alignment, and technical accuracy to injury prevention.

E:6-8:3: Analyze how personal dance practices contribute to safe movement and injury prevention.

E:6-8:4: Be a self-directed learner and develop strategies for attaining greater clarity of performance.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

6	7	8
	Developmental Level: Enrichment	

### Indicators

I:6-8:1: Dance for a variety of audiences in a variety of venues demonstrating performance etiquette, techniques, and practices during class, rehearsal, and performance.

I:6-8:2: Work collaboratively on the design of production elements that support the artistic intent and meaning of a dance.

### Expectations

E:6-8:1: Perform dances for audiences with the intent of communicating meaning clearly through articulate technique and projection.

E:6-8:2: Be a self-directed learner by assuming personal responsibility for rehearsal and performance (costumes, make-up, hair, personal warm-up).

E:6-8:3: Manage goals and time as an effective participant and/or leader for class, rehearsal, and performance.

E:6-8:4: Demonstrate consistent application of performance competencies, such as awareness of space, physical discipline, and concentration in rehearsals and dance performances.

E:6-8:5: Interact with an audience in a formal and informal reflection activity.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?

6	7	8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Describe and demonstrate patterns of movement and their connection to context and choreographic intent.

I:6-8:2: Describe movement characteristics of multiple genres, cultures, and styles as they relate to choreographic intent.

### Expectations

E:6-8:1: Make judgments about how patterns in a dance help to communicate artistic intent.

E:6-8:2: Use information from dance terminology and movement descriptors to discuss possible meanings of a dance.

E:6-8:3: Apply technology effectively by creating a compare and contrast instrument for describing characteristics of various styles of dance.

E:6-8:4: Using information from BEST principles, compare and contrast how elements of dance are used within a dance.

E:6-8:5: Work collaboratively with others to re-create patterns and movements observed in a dance.



### Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	How is dance interpreted?



#### Developmental Level: Enrichment

#### Indicators

I:6-8:1: Using dance terminology, explain how artistic intent is achieved through the use of the elements of dance, technique, and intent.

#### Expectations

E:6-8:1: Using information from dance and non-dance vocabulary, describe how the elements of dance are used in an observed dance

E:6-8:2: Make judgments and decisions regarding the possible meanings of an observed dance, justify by relating these meanings to specific moments in the dance.

E:6-8:3: Analyze choreographic intent in a variety of contrasting dances.

E:6-8:4: Using information from BEST principles, explain how they influence artistic expression in and interpretation of a dance.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

6		7		8
	_	 		

Developmental Level: Enrichment

### Indicators

I:6-8:1: Create, analyze, and apply criteria for making aesthetic judgments in dance.

### Expectations

E:6-8:1: Evaluate the relationship of costume, make-up, sets, lighting, music, etc. to the meaning of a dance.

E:6-8:2: Collaborate to create criteria for evaluating a dance, and apply those criteria to an observed dance.

E:6-8:3: Select and use aesthetic criteria to evaluate personal performances, improvised and choreographed, and the performance of others.

E:6-8:4: Articulate rationales to explain conceptualizations, aesthetic decisions, and effectiveness of personal performances, improvisations, and choreography.

E:6-8:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

6	7	8
	Developmental Level: Enrichment	

### Indicators

I:6-8:1: Connect the concepts of a variety of dances with personal perspectives.

I:6-8:2: Create and document a dance study exploring contrasting ideas based on research.

### Expectations

E:6-8:1: Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning.

E:6-8:2: Work independently to identify different aspects of personal interests and identity, and use the information to create a dance that expresses the self.

E:6-8:3: Examine literature, scientific texts, artistic works, current events, etc., and communicate that information through a dance created collaboratively with others.

E:6-8:4: Identify and communicate reasons to create dance outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

6	7	8
	Developmental Level: Enrichment	

Indicators

I:6-8:1: Compare and contrast the contexts of dances from a variety of cultures, societies, and histories.

I:6-8:2: Explain how dance reflects and influences history and society.

I:6-8:3: Describe the relationships of dance to music, theatre, visual arts, media arts, and other disciplines.

#### Expectations

E:6-8:1: Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance.

E:6-8:2: Apply technology effectively to create a time line that connects social, cultural, and historical context to the artistic development of dance.

E:6-8:3: Analyze how various media have affected the development of dance.

E:6-8:4: Analyze how response to dance is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



# Dance Standards Grades 9-12 Anchor Standard 1

### Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?

High School Proficient	High School Accomplished	High School Advanced
Ex	cellence	Entrepreneurship
	Indicators	

I:9-12:1: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.

I:9-12:2: Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work.

#### Expectations

E:9-12:1: Use information from choreographed dance phrases to improvise variations or expand on the movement.

E:9-12:2: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.

E:9-12:3: Investigate movement elements that define a particular style, technique, or genre of dance. Choreograph phrases that are complementary with the accessed information.

E:9-12:4: Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making when creating choreography?
High School Proficient	High School Accomplished	High School Advanced

High School Proficient	High School Accomplished	High School Advanced
Exc	ellence	Entrepreneurship
	Indicators	

I:9-12:1: Demonstrate and justify personal movement choice by combining the elements of dance, aesthetic principles, and choreographic forms of dance to communicate artistic intent.

I:9-12:2: Develop an artistic statement for original work and explain how movement choices support the artistic statement.

### Expectations

E:9-12:1: Translate an idea into a movement theme, using skills and knowledge from the Language of Dance information (LOD).

E:9-12:2: Design an original work, using one of the forms, genres, or styles of dance study, acting on creative ideas and producing results through performance of the work.

E:9-12:3: Develop a short, independent (personal) manifesto for creating dance, act on the idea by choreographing and organizing movement that illustrates it, and communicate clearly to justify choices.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self- reflection, feedback from others, and documentation to improve the quality of their work?
High School Proficient	High School Accomplished	High School Advanced

nigh School Froncient	Tigh School Accomplished	nigh School Advanced
	Excellence	Entrepreneurship

#### Indicators

I:9-12:1: Analyze and evaluate the impact of choices made in revision of created work. Justify how revisions clarify artistic intent.

I:9-12:2: Create a system to document and organize works of dance.

I:9-12:3: Use self-reflection and feedback from peers, teachers, and adjudicators to refine work.

### Expectations

E:9-12:1: Analyze created work, decide what to revise, and communicate revision decisions with clear justification.

E:9-12:2: Design a process for creating and organizing independent dance work.

E:9-12:3: Create a media product for documenting, revising, and evaluating personal dance work.

E:9-12:4: Use and analyze information from feedback on independent or collaborative work in relation to artistic intent and whether it was clearly communicated.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, Space, time and energy are basic elements of dance.	How do dancers work with space, time and energy to communicate artistic expression?

High School Proficient	High School Accomplished	High School Advanced
Exc	ellence	Entrepreneurship
	Indicators	

I:9-12:1: Using BEST, expand solo, partner, and ensemble performance skills to greater ranges, technical levels, and attention to audience consideration.

### Expectations

E:9-12:1: Be a self-directed learner and increase and improve technical skills in solo and partnering work.

E:9-12:2: Increase clarity of technique and complexity of performance sequences in different styles and genres.

E:9-12:3: Communicate with an audience clearly through the use of refined performance skills.

E:9-12:4: Work collaboratively with diverse teams to perform choreography in unison and interact effectively and cohesively as a member of an ensemble.

E:9-12:5: Articulate clearly and effectively in performance with attention to details and nuances that communicate artistic expression.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?
High School Proficient	High School Accomplished	High School Advanced

High School Proficient	High School Accomplished	High School Advanced
	Excellence	Entrepreneurship

Indicators

I:9-12:1: Apply body-mind principles and technical dance skills to the performance of complex choreography.

I:9-12:2: Apply anatomical principles and healthful practices to a range of technical dance skills, and follow a personal plan that supports health for everyday life.

I:9-12:3: Plan and execute collaborative and independent rehearsal processes with attention to technical details and artistry.

I:9-12:4: Demonstrate proficiency in dance form and technique; discuss ways in which proficiency affects dance performance.

### Expectations

E:9-12:1: Memorize and perform technically and artistically accurate choreography.

E:9-12:2: Create and follow a personal plan that supports healthy dancing and living (nutrition, warm-up, fitness, discipline, life-choices, stress, education, and goals).

E:9-12:3: Analyze personal alignment strengths and weaknesses and create a remedial plan.

E:9-12:4: Create an effective and efficient rehearsal process.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?
High School Proficient	High School Accomplished	High School Advanced
	Excellence	Entrepreneurship

#### Indicators

I:9-12:1: Dance for an audience demonstrating professional standards of performance etiquette and practices. Use a broad repertoire of strategies for audience connection.

I:9-12:2: Work collaboratively to produce dance works and concerts in a variety of venues, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.

I:9-12:3: Develop a professional portfolio that documents the rehearsal and performance process.

#### Expectations

E:9-12:1: Make decisions regarding the production elements that will support choreography. Focus on aspects of stage production such as lighting, sound, costuming, etc.

E:9-12:2: Work effectively with diverse teams as a contributor to a production in roles such as rehearsal assistant, wardrobe mistress, stage manager, lighting designer, hair and makeup design, program design, marketing, etc.

E:9-12:3: Manage a production and collaborate effectively with a team to produce a work of art, concert, or lecture-demonstration.

E:9-12:4: Perform a dance focusing on performance competencies, such as projection, ensemble awareness, expression in movement, and/or communication of choreographic intent.

E:9-12:5: Interact with an audience in a formal and informal reflection activity.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?
High School Proficient	High School Accomplished	High School Advanced
	Excellence	Entrepreneurship
	Indicators	

I:9-12:1: Analyze choreography for structure, meaning, and artistic intent.

I:9-12:2: Analyze how dance communicates aesthetic and cultural values using specific dance terminology.

### Expectations

E:9-12:1: Think critically in order to analyze the structure of complex choreographic works.

E:9-12:2: Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography.

E:9-12:3: Apply technology effectively by creating an instrument for capturing analysis of how meaning is communicated in different dance styles.

E:9-12:4: Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance.

E:9-12:5: Work independently to analyze the choreographic structure of a dance and create a new dance using that structure.



### Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question	
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	How is dance interpreted?	
High School Proficient	High School Accomplished	High School Advanced	

Excellence

Entrepreneurship

Indicators

I:9-12:1: Analyze and interpret artistic expression, using dance terminology, across genres, styles, or cultural movement practices with attention to intent and meaning.

#### Expectations

E:9-12:1: Communicate clearly and explain how social and historical context contribute to the meaning of a dance.

E:9-12:2: Think critically and compare and contrast artistic expression in a variety of different dances.

E:9-12:3: Work collaboratively to make judgments and decisions in order to justify various interpretations of the same dance, interacting effectively with others.

E:9-12:4: Reason effectively and explain how refinements beyond technique contribute to artistic expression, communication of intent, and meaning in a dance.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question				
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?				
High School Proficient	High School Accomplished	High School Advanced				
Exc	ellence	Entrepreneurship				
	Indicators					
I:9-12:1: Critically examine	e and document personal efforts in ch	oreography and performance.				
	Expectations					
E:9-12:1: Think creatively and	critically to develop and justify perso	nal criteria for evaluating a dance.				

E:9-12:2: Make judgments and decisions in order to write an aesthetic analysis of a choreographic work.

E:9-12:3: Apply technology effectively to write an aesthetic analysis of a personal choreographic work.

E:9-12:4: Make judgments and decisions regarding personal choreography and create and justify a plan to strengthen the work, managing goals and time efficiently and effectively.

E:9-12:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

High School Proficient	High School Accomplished	High School Advanced
Exc	ellence	Entrepreneurship
	Indicators	
1.9-12.1. Reflect upon and ana	lyze how content and context guided	nersonal aesthetic development

I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.

I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.

### Expectations

E:9-12:1: Work independently to reflect and document on how personal experiences, knowledge, and growth both inside and outside of dance impact personal choices in dance making.

E:9-12:2: Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created dance.

E:9-12:3: Use information from the examination of literature, scientific texts, artistic works, current events, etc.; reflect on personal experiences in relationship to that information, and create an independent dance that connects that information.

E:9-12:4: Identify and communicate reasons to create dance outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

High School Proficient	High School Accomplished	High School Advanced
Exc	ellence	Entrepreneurship
	Indicators	

I:9-12:1: Analyze and discuss how specific movement characteristics, techniques, and artistry relate to the people from which the dances originate and to personal dance literacy.

I:9-12:2: Analyze the ways people use dance as a means of communication and expression from a cultural, societal, and historical perspective.

I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

#### Expectations

E:9-12:1: Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa.

E:9-12:2: Create a media product and analyze and document how societal, cultural, and historical events have impacted the development of personal dance literacy.

E:9-12:3: Apply technology effectively and research distinctive aspects of a community and use the research to create a dance tailored for that community. (e.g. special needs, local group, elementary school).

E:9-12:4: Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center).

E:9-12:5: Analyze and evaluate the impact of a choreographer/artist or a group of artists on the beliefs, values, and behaviors of a society.



## **Glossary of Dance Terminology**

## Aesthetic judgments

Judgments about the aesthetics of choreography, judgements about a dance's impact or beauty.

## <u>Articulate</u>

Express (an idea or feeling) fluently and coherently, (of a person or a person's words) having or showing the ability to speak fluently and coherently.

## **BEST principles**

Body, Energy, Space, and Time

## **Elements of dance**

The elements of dance are the foundational concepts and vocabulary for developing movement skills as well as understanding dance as an art form.

### **Fundamental dance skills**

1. non-locomotor movement – movement we make without moving from one place to another;

2. locomotor movement – movements we make as we move from one place to another;

3. body awareness

### **Fundamentals of composition**

In relation to time, force, space, and kinesthesia.



### **Given organizer**

Graphic organizers used to assist students with organizing information and thoughts.

### Guided criteria

Criteria that is generated by and facilitated by the teacher or a resource.

### <u>Kinesphere</u>

The space of the kinesphere is voluminous and surrounds the body like a bubble.

## **Personal meaning**

Having to do with something personal to the students, an experience, a feeling, an event, an opinion.

# Reason effectively – 21<sup>st</sup> Century Skill

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

## Technical dance skills

Technical skill is the ability to control what the body does. Proper technique underpins every movement in dance. It makes the work look easy to an audience and helps to develop physical facility.



## **Technical proficiency**

Must be able to apply the technical knowledge and skills required in dance in order to achieve the expected outputs.

## Think creatively

Thinking creatively is a state of mind that enables you to approach tasks, problems, and situations with openness to alternatives.

# Think critically - 21st Century Skill

- Critical thinking is the ability to think clearly and rationally about what to do or what to believe.
- It includes the ability to engage in reflective and independent thinking.
- Someone with critical thinking skills is able to do the following: understand the logical connections between ideas.

## **21<sup>st</sup> Century Skill definition**

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.



# Media Arts Standards Grades P-12

MEDIA ARTS													
	,	Artistic	Process							Anchor Stand	lard 1		
Creating						Generate and conceptualize artistic ideas and work.							
	Endu	ring Un	derstan	ding						Essential Que	estion		
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.					How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?								
	Exposure			E>	oplorat	ion	Er	nrichme	nt	Exc	ellence	Entrepreneurship	
							Ind	icators					
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
for media artworks through brainstorming and improvising.mExpress and share ideas for media artworks through guidedva				I:3-5:1: multiple media a variety methoo materia	e ideas artwork of tools ds, and/	for variations of ideas, s using a goals, and solutions for , media artworks by			I:9-12:1: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. Strategically utilize generative methods.				
							Ехре	ctations	5	1			
in a wh teachei visual r	E:P-2:1: Collaborate with othersE:3-5:1: Collabin a whole class setting, with teacher guidance, to create a visual representation of formulated ideas.group setting t a visual repres of formulated				a small independently to o create create a visual entation representation of			E:9-12:1: Work independently to create a visual representation of formulated ideas. E:9-12:2: Act on creative ideas to generate artistic					
						E:6-8:2: Act on creative ideas to generate artistic goals. E:6-8:3: Predict potential obstacles and generate possible solutions.			goals. E:9-12:3: Predict potential obstacles and generate possible solutions.				



							MED	IA AR	rs				
		Artistic	Process				Anchor Standard 2						
Creating								Orga	nize and	d develop arti	stic ideas and wo	rk.	
	End	uring Un	derstan	ding						Essential Qu	estion		
creat	ive ideas process s	s, projec	t design es that c	and dev s, and m an effec dea.	odels	s into process structures to achieve the desired end product?							
Exposure Exploration						n	Enrichment			Excellence		Entrepreneurship	
	r	1				r	Ind	icators					
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: With guidance,       I:3-5:1: Form, s         formulate ideas into plans or       and test ideas,         models for media arts       and models to         productions.       for media arts         productions.       productions.					t ideas, p dels to p lia arts	lans, design, propose, and			, and ideas, pes, edia	I:9-12:1: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, project designs, prototypes, and production processes for media arts productions.			
							Ехре	ctation	5				
E:P-2:1: Collaborate with others E:3-5:1: Collabo in a whole class setting, with with others in a teacher guidance, to create a to-do list for production. a task list to pre for production.						small brainstormed ideas create into a production plan.				E:9-12:1: Apply elements of media arts to refine brainstormed ideas into a production plan.			



							MED	IA AR	rs				
Artistic Process     Anchor Standard 3       Creating     Refine and complete artistic work.													
	Ende	uring Un	derstan	ding						Essential Qu	estion		
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.					What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?								
	Ехро	sure		E۶	kploratio	on	E	nrichme	nt	Exc	cellence	Entrepreneurship	
	1	1	1	Γ	Ι	T	Ind	icators			1		
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
make, c arts cor express media a I:P-2:2: practice effects	I:P-2:1: In guided practice, make, capture, and form media arts content, freely for expression and meaning, in media arts productions.				Construct e, and con- content , purpose arts tions, des olying de principles In refinir ting med ks, practic e, and strate ho sizing ele effect, pur rity.	mbine into into iful scribing fined s. ng and ia ce, w ments	approaches to produce content and components for determined purpose and meaning in media arts productions.IdI:6-8:2: Evaluate, improve, and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or			I:9-12:1: Consolidate production processes and synthesize content to demonstrate deliberate choices in complex media arts productions. I:9-12:2: Refine and modify aesthetic elements and technical components to intentionally form impactful expressions in media artworks.			
				<u> </u>			Ехре	ctations	5				
to capti multiple	-	ame cont	ent in	E:3-5:1: Collaborate with others in a small group setting to decide what content is needed and how it will be captured.			E:6-8:1: Improve production plan to include decisions about content and production processes.		E:9-12:1: Apply aesthetic and technical fundamentals to modify production plan.				
to make decision	: Collaboi e judgme ns on me on creativ	nts and dia produ		others in setting t and deci producti	Collaborat n a small g o make jud sions on n ion to act o ideas with purpose.	roup dgments nedia on	E:6-8:2: Make judgments and decisions to refine the media production plan to set a purpose and act on creative ideas.			alyze media product mpact in their final	ion plan to create a product(s).		



## **MEDIA ARTS**

		Artistic	Drocoss			Anchor Standard 4									
		Prese					Analyze, interpret, and select artistic work for presentation.								
	Endu	ring Un	derstand	ding			Essential Question								
Media artists integrate various forms and contents to develop complex, unified artworks.						periences constru	ucted?								
	Exposure Explorat						E	nrichmei	nt	Exc	cellence	Entrepreneurship			
							Indi	cators							
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
differer	With guid nt forms a edia artw	ind conte		content	ing varie	ed and nd iified	I:6-8:1: Integrate multiple contents and forms into unified media arts productions that convey consistent themes or ideas.				ind content into uni	ze various arts, media ified media arts			
							Ехрес	tations		1					
others, teacher of med picture	E:P-2:1: Work creatively with others, supported by the teacher, to curate multiple types of media (video, sound, still pictures) to create one media product.E:3-5:1: Work cr with others, in a group setting, to multiple types of (video, sound, still pictures) with a content to creat media product.				a small to curate of media still academic te one	smallanalyze multiple typeso curateof media (video, sound,f mediastill pictures) withacademic content tocademicproduce one media				cess, evaluate, use a dia (video, sound, si ntent to produce o nsistent theme.	•				



## **MEDIA ARTS**

		Artistic	Process				Anchor Standard 5								
		Prese	nting				Develop and refine artistic work for presentation.								
	Endu	ring Un	derstand	ding			Essential Question								
abiliti	ies to cre	eatively s	olve prol	of skills a blems wi ductions	ithin	impr	What skills are required for creating effective media artworks and how are the improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques								
	Exposure Explorati						E	nrichmei	nt	Exc	cellence	Entrepreneurship			
						T	Indic	ators	1						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
demon skills ar	Identify, strate var nd roles.	rious artis	stic	1:3-5:1: Exhibit developing ability in a variety of artistic, design, technical, soft skills (ex. tool use, collaboration, equipment use), and organizational roles.			and exhi artistic, and soft perform assigned	Develop, d ibit a varie design, tec skills throu ing various l roles in ng media a	ty of hnical, ugh	I:9-12:1: Demonstrate and employ artistic, design, technical, and soft skills in managing and producing media artworks.					
demon	Identify, strate ba media art	sic creati	ve skills	I:3-5:2: Exhibit and practice basic creative skills to invent new content and solutions within and through media arts productions.			demons a variet	Develop, strate, and y of creati e innovati	ive and	I:9-12:2: Develop and refine a determined range of creative and adaptive innovation abilities.					
explore	I:P-2:3: Demonstrate and explore how media arts creation tools work.					d examine cools and nstruct	adaptak tools ar	Demonstr bility in us id techniq ct media ss.	ing	I:9-12:3: Demonstrate adaptation and innovation in the production of media artworks.					
							Expect	tations							
E:P-2:1: Interact effectively with others to manage the media production plan to include skills and individual roles. E:3-5:1: Intera with others to media product apply artistic/t skills and defin roles.					ers to m roductio tistic/teo	anage the n plan to chnical	learners artistic/ sets and	Be self-di s to define 'technical d roles for tion plan.	e skill		e self-directed lear nnical skill sets and plan.				
	E:P-2:2: Act on creative ideas during media arts production. production to new content.					media arts on a variety of creative o create skills to produce new			E:9-12:2: Define and develop the skill sets needed to execute media production plan.						
tools ar	new com           E:P-2:3: Explore technology         E:3-5:3: I           tools and techniques to produce         interact           creative works.         tools and					e and E:6-8:3: Apply an variety of use of tools and			·	E:9-12:3: Apply and adapt use of tools and techniques to construct innovative media content.					



MEDIA ARTS													
	Artistic	Process				Anchor Standard 6							
	Prese	nting				Convey meaning through the presentation of artistic work.							
Endı	iring Un	derstan	ding			Essential Question							
Media artists and distribut		How does time, place, audience, and context affect presenting or per choices for media artworks? How can presenting or sharing media art a public format help a media artist learn and grow?											
Exp	Exposure Explorat						nrichme	nt	Exc	cellence	Entrepreneurship		
						Ind	icators						
РК К							8	HS Proficient	HS Accomplished	HS Advanced			
I:P-2:1: With gu media artwork: I:P-2:2: With gu reactions to the of media artwo	iidance, s present	hare	in prese distribu artworl I:3-5:2: describ	e the tation ons, and s and p enting of uting me ks. Identif e and c berience of and ements ting me	d take rocesses or edia y, ompare e; share	I:6-8:1: Analyze and design various presentation formats for the tasks and processes of the presentation and/or distribution of media artworks. I:6-8:2: Analyze results of and improvements for presenting media artworks.			I:9-12:1: Curate and design the presentation and distribution of collections of media artworks in multiple formats for different audiences. I:9-12:2: Evaluate and implement improvements in presenting media artworks.				
						Expe	ctation	S					
E:P-2:1: With teacher support, present media product(s). E:3-5:1: Make judgments and decisions on presentation considering sett and potential distribution of r product(s).					tting	: Managu tation an ial distrik media t(s).	d	E:9-12:1: Communicate a clear purpose and setting for presentation of media production or multiple media artworks. Manage distribution of media product(s).		uction or multiple			
E:P-2:2: With teacher support, students reflect on the presentation experience. Suggest improvement					and Develop a list of potential improvements			E:9-12:2: Critique presentation and/or distributed materials and implement improvements.					



	MEDIA ARTS													
	A	Artistic I	Process						,	Anchor Standard 7				
		Respor	nding				Perceive and analyze artistic work.							
	<b>F</b> a d a s		-	din a						Free stirl Or				
	derstan	aing						Essential Que	estion					
												nal components? nanage audience		
improve						TOW	uomeu			experienc				
		produc	ction.											
	Expos	sure		E>	plorat	ion	Eı	nrichme	nt	Exc	ellence	Entrepreneurship		
				1			Ind	licators						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Wi	•	-	•	I:3-5:1:		у,	I:6-8:1: Describe,					nd relationships of		
componen variety of I		-		describ differei	-	ow	compare, and analyze message and meaning			the compone media artwo		mpact in a variety of		
, .				messag	ges are	e created that are created by								
				by com media	-									
I:P-2:2: Wi	ith gui	dance e	vnlore	1:3-5:2:	Identif	v	1.6-8.5	Describe	<u> </u>	I:9-12:2: Analyze audience experience and create				
and identi	•	-	•	describ		"		re, and a	·	i:9-12:2: Analyze audience experience and create intention.				
media artv different e				differei various				irious for ds, and st						
unerente	experie	ences.			,	styles in		artworks	•					
				media				e audien	ce					
				manag experie		nce	experie	ence.						
								ctation	s					
	E:P-2:1: With teacher support, E:3-5:1: Implement critical thinking							: Analyze zes and	e the		alyze the intended periences presented	-		
media con	nedia connect to messaging strategies to						messages and audience experiences presented through a			audience experiences presented through a variety of media components.				
and audier	me					summarize how messages and			•					
	audience						and variety of me experiences components. d through							
				media.		i Sugn								



## **MEDIA ARTS**

	,	Artistic I	Process						,	Anchor Stand	lard 8				
		Respo	nding			Interpret intent and meaning in artistic work.									
	Endu	ring Und	derstan	ding			Essential Question								
Interpretation and appreciation require How do people relate to and interpret media artwork? consideration of the intent, form, and context of the media and artwork.							twork?								
	Ехро	sure		E>	cplorat	ion	Eı	nrichme	nt	Exc	cellence	Entrepreneurship			
							Ind	icators	1	1					
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
	With gui ns to me			I:3-5:1: purpos meanir artwor	es and ngs of m	nine the nedia	intent and meaning of reception of a variety of media artworks.								
							Ехре	ctation	S						
the me TV, gra fine art	E:P-2:1: Analyze media from the media arts industry (film, TV, graphic design, animation, fine art, etc.) to discuss audience reactions.						dia arts from the media arts scuss industry to discuss			E:9-12:1: Analyze media from the media arts industry to discuss intent, meaning, and audience reception.					
produc	E:P-2:2: Analyze their media product(s) to discuss audience reactions. E:3-5:2: Analyze media product discuss purpos meaning.					t(s) to media product(s) to			E:9-12:2: Analyze their media product(s) to discuss intent, meaning, and audience reception.						



	MEDIA ARTS													
		Artistic	Process						Ļ	Anchor Stand	ard 9			
		Respo	nding				Apply criteria to evaluate artistic work.							
	Enduring Understanding						Essential Question							
comp		of experi	encing,	e are cri <sup>;</sup> apprecia tworks.			How and why do media artists value and judge media artworks? When and h should we evaluate and critique media artworks to improve them?							
	Expo	sure		E	kplorat	ion	EI	nrichmei	nt	Excellence Entrepreneurs				
							Indicators							
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	With guid are qualiti ks.				asic crit e media	eria to	·					·		
							Ехрес	tations		1				
and set commu	E:P-2:1: With teacher support and set criteria, examine and communicate qualities of media products. E:3-5:1: Collabo with others to o general criteria evaluate media products.						create with others to create criteria to evaluate			E:9-12:1: Using industry-standardized criteria, evaluate production processes and final media products.				



	MEDIA ARTS														
									5						
		Artistic	Process						A	nchor Stando	ard 10				
		Conne	ecting			Syr	Synthesize and relate knowledge and personal experiences to make art.								
	Endu	ring Un	derstan	ding						Essential Que	stion				
Media artworks synthesize meaning and form cultural experience.How do we relate knowledge and experiences to understanding and media artworks? How do we learn about and create meaning thr producing media artworks?															
	Expo	sure		E	xplorat	ion	E	nrichme	nt	Exc	cellence	Entrepreneurship			
							Indi	cators							
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
	Use pers ing media			and ext	te media	sources use personal, cu			ltural,	I:9-12:1: Access, evaluate, and use resources to for the creation of original media artworks.					
	: With gui ences of n			show h artworl meanir	Examin ow med <s form<br="">ng, situa culture.</s>	lia tions,	a show how media media artworks exp artworks form new experiences.								
				<u> </u>			Ехрес	tations							
create utilize j	E:P-2:1: With teacher support, create media products that utilize personal and shared experiences. E:3-5:1: Create products that personal and e resources.						decision resource cultural externa to creat	ents and ns on whi ces (perso l, and/or al) will be te media	nal,	E:9-12:1: Access, evaluate, use, and manage resources to create media products.					
	E:3-5:2: Analyza for meaning an cultural contex						nd clearly how decisions				ike claims with sup ecisions change ele	porting evidence to ments of media.			



			/					ADTO							
						Ň	MEDIA	ARIS							
		Artistic	Process				Anchor Standard 11								
		Conne	ecting			Relat	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.								
	Endı	ıring Un	derstand	ling			Essential Question								
under	stood an	d produc	d ideas a ced by rel and vario	ating the	m to		How does media arts relate to its various contexts, purposes, and values? H does investigating these relationships inform and deepen the media artist' understanding and work?								
	Expo	osure		E	xplorat	ion	E	nrichme	nt	Exc	cellence	Entrepreneurship			
							Indica	itors							
РК	PK K 1 2 3 4 5							7	8	HS Proficient	HS Accomplished	HS Advanced			
	-	dance, rel to everyda		l:3-5:1: l media a relate to	rtworks	and ideas	show ho artwork	Research a ow media is and idea iday life.		I:9-12:1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes and values in society.					
	ith media	dance, int a arts too		I:3-5:2: interact media a environ	safely with the safely with th	with	I:6-8:2: Analyze and interact appropriately with media arts tools and environments.			with the leg	tically evaluate an al, technological, s contexts of media a	•			
		the relati r arts sub	•	I:3-5:3: I relations arts to t music, th other dis	ships of heatre, o he visua	media dance, l arts, and	I:6-8:3: Describe the relationships of media arts to theatre, dance, music, the visual arts, and other disciplines.			I:9-12:3: Describe influences and interactions among media arts, dance, music, theatre, visua arts, and other disciplines, citing research.					
							Expecto	ations							
compare (i.e. pop	E:P-2:1: With teacher support, compare media to everyday lifeE:3-5:1: Compare and contrast media and everyday life.(i.e. pop culture).everyday life.E:P-2:2: With teacher support, workE:3-5:2: Understand and						synthes	: Research size how r to everyd : Apply	nedia	different co	eason effectively he ntexts, cultures, au itically apply techr	nd values in society.			
with tools in different environments effectively and safely. (i.e. hardware and software) equipment and conte						l safety g content.	technol effectiv	logy safely ely consid iteracy.			considering media	· ·			
E:P-2:3: Compare and contrast cultural purposes for creating by examining media arts from different times and places. E:3-5:3: Analyze and infer how media is used to inform or change beliefs, values, and/or behaviors of an individual or society.						ed to e beliefs, ehaviors	respons influenc underst and plac created	Analyze h e to media eed by anding the ce in which , the availa es, and cul	a arts is e time n it was able	E:9-12:3: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.					



# Media Arts Standards Grades P-2 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Unders	tanding	Essential Question
Creating	Media arts ideas, w processes are shap imagination, creative and by experiences, and outside of t	ed by the processes, both within	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	Developmental Lev	vel: Exposure	
РК	К	1	2

#### Indicators

I:P-2:1: Discover multiple ideas for media artworks through brainstorming and improvising. Express and share ideas for media artworks through guided exploration.

#### Expectations

E:P-2:1: Collaborate with others in a whole class setting, with teacher guidance, to create a visual representation of formulated ideas.



Organize and develop artistic ideas and work.

Artistic Process	Enduring U	Inderstanding	Essential Que	estion
Creating	develop creat designs, and m structures tha	lan, organize, and ive ideas, project odels into process at can effectively artistic idea.	How do media ar organize and c ideas/project design process structures to desired end pr	develop s/models into o achieve the
	Developmen	tal Level: Exposure		
РК	К	1		2
	In	dicators		

I:P-2:1: With guidance, formulate ideas into plans or models for media arts productions.

Expectations

E:P-2:1: Collaborate with others in a whole class setting, with teacher guidance, to create a to-do list for production.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The forming, integration, and refinement of aesthetic components, principles, and processes which create purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

	Developmental Level: Exposure									
РК	К	1	2							
	Indi	cators								

I:P-2:1: In guided practice, make, capture, and form media arts content, freely for expression and meaning, in media arts productions.

I:P-2:2: Freely and in guided practice, attempt expressive effects and make changes to the content, form, or presentation.

#### Expectations

E:P-2:1: Collaborate with others to capture the same content in multiple ways. E:P-2:2: Collaborate with others to make judgments and decisions on media production to act on creative ideas.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring	Understanding	Essential Question
Presenting	Media artists integrate various forms and contents to develop complex, unified artworks.		How are complex media arts experiences constructed?
	Developmen	tal Level: Exposure	
РК	К	1	2
	In	dicators	
I:P-2:1: With guidance	ce, combine differei	nt forms and content	to form media artworks.

Expectations

E:P-2:1: Work creatively with others, supported by the teacher, to curate multiple types of media (video, sound, still pictures) to create one media product.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

	Developmental	Level: Exposure	
РК	К	1	2
	Indic	ators	

I:P-2:1: Identify, describe, and demonstrate various artistic skills and roles.

I:P-2:2: Identify, describe, and demonstrate basic creative skills within media arts productions.

I:P-2:3: Demonstrate and explore how media arts creation tools work.

#### Expectations

E:P-2:1: Interact effectively with others to manage the media production plan to include skills and individual roles.

E:P-2:2: Act on creative ideas during media arts production.

E:P-2:3: Explore technology tools and techniques to produce creative works.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist

learn and grow?

	Developmenta	Level: Exposure	
РК	К	1	2
	Indi	cators	

I:P-2:1: With guidance, present media artworks.

I:P-2:2: With guidance, share reactions to the presentation of media artworks.

Expectations

E:P-2:1: With teacher support, present media product(s). E:P-2:2: With teacher support, students reflect on the presentation experience.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
	Developmental Level: Exposure	

Developmental Level: Exposure			
РК	К	1	2
	Indi	cators	

I:P-2:1: With guidance, explore components and messages in a variety of media artworks.

I:P-2:2: With guidance, explore and identify how a variety of media artworks create different experiences.

Expectations

E:P-2:1: With teacher support, explore how components of media connect to messaging and audience experiences.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artwork?
	Developmental Level: Exposure	

Developmental Level. Exposure			
РК	К	1	2
	Indica	itors	

I:P-2:1: With guidance, discuss reactions to media artworks.

Expectations

E:P-2:1: Analyze media from the media arts industry (film, TV, graphic design, animation, fine art, etc.) to discuss audience reactions.

E:P-2:2: Analyze their media product(s) to discuss audience reactions.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?
	Developmental Level: Exposure	
РК	К 1	2
	Indicators	

I:P-2:1: With guidance, examine and share qualities of media artworks.

Expectations

E:P-2:1: With teacher support and set criteria, examine and communicate qualities of media products.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Un	derstanding	Essential Question
Connecting	meaning and	ks synthesize form cultural ience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?
	Developmenta	Level: Exposure	
РК	К	1	2

Indicators

I:P-2:1: Use personal experience in making media artworks.

I:P-2:2: With guidance, share experiences of media artworks.

Expectations

E:P-2:1: With teacher support, create media products that utilize personal and shared experiences.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks and ideas are better understood and produced	How does media arts relate to its various contexts, purposes, and
	by relating them to their	values? How does investigating
	purposes, values, and various	these relationships inform and
	contexts.	deepen the media artist's
		understanding and work?

	Developmenta	l Level: Exposure	
РК	К	1	2

Indicators

I:P-2:1: With guidance, relate media artworks to everyday life.

I:P-2:2: With guidance, interact safely with media arts tools and environments.

I:P-2:3: Describe the relationships of media to other arts subjects in school

Expectations

E:P-2:1: With teacher support, work with tools in different environments effectively and safely. (i.e. hardware and software)

E:P-2:2: Compare and contrast cultural purposes for creating by examining media arts from different times and places.



# Media Arts Standards 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.		

Expectations

E:3-5:1: Collaborate with others in a small group setting to create a visual representation of formulated ideas.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.	How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?
	Developmental Level: Exploration	ı
3	4	5

Indicators

I:3-5:1: Form, share, and test ideas, plans, and models to prepare for media arts productions.

Expectations

E:3-5:1: Collaborate with others in a small group setting to create a task list to prepare for production.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
	Developmental Level: Exploration	

3	4	5		
	Indicators			

I:3-5:1: Construct, arrange, and combine various content into unified, purposeful media arts productions, describing and applying defined sets of principles.

I:3-5:2: In refining and completing media artworks, practice, analyze, and demonstrate how emphasizing elements alters effect, purpose and clarity.

#### Expectations

E:3-5:1: Collaborate with others in a small group setting to decide what content is needed and how it will be captured.

E:3-5:2: Collaborate with others in a small group setting to make judgments and decisions on media production to act on creative ideas with a refined purpose.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?
	Developmental Level: Exploration	
3	4	5

Indicators

I:3-5:1: Practice combining varied academic, arts, and media forms and content into unified media artworks.

Expectations

E:3-5:1: Work creatively with others, in a small group setting, to curate multiple types of media (video, sound, still pictures) with academic content to create one media product.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Developmental Level: Exploration		
3	4	5

#### Indicators

I:3-5:1: Exhibit developing ability in a variety of artistic, design, technical, soft skills (ex. tool use, collaboration, equipment use) and organizational roles.

I:3-5:2: Exhibit and practice basic creative skills to invent new content and solutions within and through media arts productions.

I:3-5:3: Exhibit, demonstrate, and examine standard use of tools and techniques to construct media artworks.

#### Expectations

E:3-5:1: Interact effectively with others to manage the media production plan to apply artistic/technical skills and define individual roles.

E:3-5:2: Act on creative ideas during media arts production to create new content.

E:3-5:3: Explore and interact with a variety of tools and techniques to construct media content.



Convey meaning through the presentation of artistic work.

# Artistic Process Enduring Understanding Essential Question

Media artists purposefully present, share, and distribute media artworks for various

Presenting

contexts.

How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Developmental Level: Exploration		
3	4	5
	Indicators	

I:3-5:1: Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.

I:3-5:2: Identify, describe, and compare the experience; share results of and improvements for presenting media artworks.

#### Expectations

E:3-5:1: Make judgments and decisions on presentation considering setting and potential distribution of media product(s).

E:3-5:2: Analyze and self-evaluate presentation and suggest improvements.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Developmental Level: Exploration			
3	4	5	
	Indicators		
1:3-5:1: Identify describe and differentiate how messages are created by components in media			

I:3-5:1: Identify, describe, and differentiate how messages are created by components in media artworks.

I:3-5:2: Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

#### Expectations

E:3-5:1: Implement critical thinking strategies to summarize how messages and audience experiences are created through media.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artwork?
	Developmental Level: Exploration	

Indicators

4

5

I:3-5:1: Determine the purposes and meanings of media artworks.

Expectations

E:3-5:1: Analyze media from the media arts industry to discuss purpose and meaning. E:3-5:2: Analyze their media product(s) to discuss purpose and meaning.

3



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Developmental Level: Exploration		
3	4	5
Indicators		
I:3-5:1: Identify and apply basic criteria to evaluate media artworks.		

Expectations

E:3-5:1: Collaborate with others to create general criteria to evaluate media products.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Developmental Level: Exploration		
3	4	5
	Indicators	

I:3-5:1: Use personal and external resources to create media artworks.

I:3-5:2: Examine and show how media artworks form meaning, situations, and/or culture.

Expectations

E:3-5:1: Create media products that utilize personal and external resources. E:3-5:2: Analyze media for meaning and cultural context.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks and ideas are better understood and produced	How does media arts relate to its various contexts, purposes, and
	by relating them to their	values? How does investigating
	purposes, values, and various	these relationships inform and
	contexts.	deepen the media artist's
		understanding and work?

Developmental Level: Exploration		
3	4	5

Indicators

I:3-5:1: Identify how media artworks and ideas relate to everyday life.

I:3-5:2: Examine and interact safely with media arts tools and environments.

I:3-5:3: Describe the relationships of media arts to theatre, dance, music, the visual arts, and other disciplines.

#### Expectations

E:3-5:1: Compare and contrast media and everyday life.

E:3-5:2: Understand and apply ethics and safety rules when using equipment and content.

E:3-5:3: Analyze and infer how media is used to inform or change beliefs, values, and/or behaviors of an individual or society.



# Media Arts Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	Developmental Level: Enrichment	
6	7	8

#### Indicators

I:6-8:1: Formulate variations of ideas, goals, and solutions for media artworks by practicing focused creative processes.

#### Expectations

E:6-8:1: Work independently to create a visual representation of formulated ideas. E:6-8:2: Act on creative ideas to generate artistic goals. E:6-8:3: Predict potential obstacles and generate possible solutions.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.	How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?
	Developmental Level: Enrichmen	t
6	7	8
	Indicators	

I:6-8:1: Organize, design, propose, and evaluate artistic ideas, models, prototypes, and production processes for media arts productions.

Expectations

E:6-8:1: Refine brainstormed ideas into a production plan.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
	Developmental Level: Enrichment	

	Developmental Level. Enforment	
6	7	8
	Indicators	

I:6-8:1: Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions.

I:6-8:2: Evaluate, improve, and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

#### Expectations

E:6-8:1: Improve production plan to include decisions about content and production processes. E:6-8:2: Make judgments and decisions to refine the media production plan to set a purpose and act on creative ideas.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?
	Developmental Level: Enrichment	
6	7	8

Indicators

I:6-8:1: Integrate multiple contents and forms into unified media arts productions that convey consistent themes or ideas.

Expectations

E:6-8:1: Curate and analyze multiple types of media (video, sound, still pictures) with academic content to produce one media product that has a consistent theme.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Developmental Level: Enrichment				
6	7	8		
Indicators				

I:6-8:1: Develop, design, and exhibit a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks.

I:6-8:2: Develop, demonstrate, and exhibit a variety of creative and adaptive innovation abilities.

I:6-8:3: Demonstrate adaptability in using tools and techniques to construct media artworks.

#### Expectations

E:6-8:1: Be self-directed learners to define artistic/technical skill sets and roles for media production plan.

E:6-8:2: Develop and act on a variety of creative skills to produce new media. E:6-8:3: Apply and adapt use of tools and techniques to construct media content.



Convey meaning through the presentation of artistic work.

# Artistic Process Enduring Understanding Essential Question

Presenting

Media artists purposefully present, share, and distribute media artworks for various contexts. How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Developmental Level: Enrichment			
6	7	8	
Indicators			

I:6-8:1: Analyze and design various presentation formats for the tasks and processes of the presentation and/or distribution of media artworks.

I:6-8:2: Analyze results of and improvements for presenting media artworks.

#### Expectations

E:6-8:1: Manage the presentation and potential distribution of the media product(s). E:6-8:2: Analyze and critique presentation. Develop a list of potential improvements for future presentations.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

	Developmental Level: Enrichment	
6	7	8
Indicators		

I:6-8:1: Describe, compare, and analyze message and meaning that are created by components in media artworks.

I:6-8:2: Describe, compare, and analyze how various forms, methods, and styles in media artworks manage audience experience.

#### Expectations

E:6-8:1: Analyze the messages and audience experiences presented through a variety of media components.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artwork?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
I:6-8:1: Analyz	e the intent and meaning of a variety of r	media artworks.

Expectations

E:6-8:1: Analyze media from the media arts industry to discuss intent and meaning. E:6-8:2: Analyze their media product(s) to discuss intent and meaning.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Developmental Level: Enrichment		
6	7	8
Indicators		
I:6-8:1: Develop and apply criteria to evaluate various media artworks.		

Expectations

E:6-8:1: Collaborate with others to create criteria to evaluate media products.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Developmental Level: Enrichment		
6	7	8
	Indicators	

I:6-8:1: Evaluate and use personal, cultural, and/or external resources to create media artworks.

I:6-8:2: Explain and show how media artworks form new meanings, situations, and cultural experiences.

#### Expectations

E:6-8:1: Make judgments and decisions on which resources (personal, cultural, and/or external) will be used to create media products.

E:6-8:2: Communicate clearly how decisions change elements of media (meanings, situations, and cultural context).



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

	Developmental Level: Enrichmen	t
6	7	8

Indicators

I:6-8:1: Research and show how media artworks and ideas relate to everyday life.

I:6-8:2: Analyze and interact appropriately with media arts tools and environments.

I:6-8:3: Describe the relationships of media arts to theatre, dance, music, the visual arts, and other disciplines.

#### Expectations

E:6-8:1: Research and synthesize how media relates to everyday life.

E:6-8:2: Apply technology safely and effectively considering media literacy.

E:6-8:3: Analyze how response to media arts is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



# Media Arts Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	Excellence	Entrepreneurship

High School Proficient	High School Accomplished	High School Advanced	
	Indicators		

I:9-12:1: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. Strategically utilize generative methods.

#### Expectations

E:9-12:1: Work independently to create a visual representation of formulated ideas. E:9-12:2: Act on creative ideas to generate artistic goals. E:9-12:3: Predict potential obstacles and generate possible solutions.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.	How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?
	Excellence	Entrepreneurship

**High School Proficient** 

High School Accomplished

High School Advanced

#### High School Proficient

I:9-12:1: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, project designs, prototypes, and production processes for media arts productions.

#### Expectations

E:9-12:1: Apply elements of media arts to refine brainstormed ideas into a production plan.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The forming, integration, and refinement of aesthetic components, principles, and processes create purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Ex	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Consolidate production processes and synthesize content to demonstrate deliberate choices in		
complex media arts productions.		

I:9-12:2: Refine and modify aesthetic elements and technical components to intentionally form impactful expressions in media artworks.

#### Expectations

E:9-12:1: Apply aesthetic and technical fundamentals to modify production plan. E:9-12:2: Analyze media production plan to create a meaningful impact in their final product(s).



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?

Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Integrate and synthesize various arts, media arts forms, and content into unified media arts productions.		
	- · · · ·	

Expectations

E:9-12:1: Access, evaluate, use, and manage multiple types of media (video, sound, still pictures) with academic content to produce one media product that has a consistent theme.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Demonstrate and employ artistic, design, technical, and soft skills in managing and producing media artworks.

I:9-12:2: Develop and refine a determined range of creative and adaptive innovation abilities.

I:9-12:3: Demonstrate adaptation and innovation in the production of media artworks.

#### Expectations

E:9-12:1: Be self-directed learners to define artistic/technical skill sets and roles for media production plan.

E:9-12:2: Define and develop the skill sets needed to execute media production plan.

E:9-12:3: Apply and adapt use of tools and techniques to construct innovative media content.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists purposefully present, share, and distribute media artworks for various contexts.	How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn

and grow?

Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Curate and design the presentation and distribution of collections of media artworks in multiple formats for different audiences.

I:9-12:2: Evaluate and implement improvements in presenting media artworks.

Expectations

E:9-12:1: Communicate a clear purpose and setting for presentation of media production or multiple media artworks. Manage distribution of media product(s).

E:9-12:2: Critique presentation and/or distributed materials and implement improvements.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
	Eventleven	Enterna and a sublim

Ex	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
Indicators		
I:9-12:1: Analyze the qualities and relationships of the components and audience impact in a variety of		
media artworks.		

I:9-12:2: Analyze audience experience and create intention.

Expectations

E:9-12:1: Analyze the intended messages and audience experiences presented through a variety of media components.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artwork?

Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Analyze the intent, meanings, and reception of a variety of media artworks.

Expectations

E:9-12:1: Analyze media from the media arts industry to discuss intent, meaning, and audience reception.

E:9-12:2: Analyze their media product(s) to discuss intent, meaning, and audience reception.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Exc	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Evaluate media art works and production processes using identified criteria.

Expectations

E:9-12:1: Using industry-standardized criteria, evaluate production processes, and final media products.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Exce	ellence	Entrepreneurship						
High School Proficient	High School Accomplished	High School Advanced						
	Indicators							

I:9-12:1: Access, evaluate, and use resources to form the creation of original media artworks.

I:9-12:2: Explain and demonstrate how the use of media artworks expands meaning and cultural experiences.

#### Expectations

E:9-12:1: Access, evaluate, use, and manage resources to create media products. E:9-12:2: Make claims with supporting evidence to show how decisions change elements of media.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks and ideas are	How does media arts relate to its
	better understood and produced	various contexts, purposes, and
	by relating them to their	values? How does investigating
	purposes, values, and various	these relationships inform and
	contexts.	deepen the media artist's
		understanding and work?

Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes and values in society.

I:9-12:2: Critically evaluate and effectively interact with the legal, technological, systemic, and vocational contexts of media arts.

I:9-12:3: Describe influences and interactions among media arts, dance, music, theatre, visual arts, and other disciplines, citing research.

#### Expectations

E:9-12:1: Reason effectively how media reflects different contexts, cultures, and values in society. E:9-12:2: Critically apply technology safely and effectively considering media literacy and vocational standards.

E:9-12:3: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.



**Glossary of Media Arts Terminology** 

# <u>Context</u>

The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.).

# Meaning

The formulation of significance and purposefulness in media artworks.

# Source

National Core Art Standards Glossary-Media Arts: <u>http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%</u> <u>20for%20Media%20Arts%20Standards%20-%20new%20copyright%20info.pdf</u>



# Music Standards Grades P-12

	MUSIC												
Artistic Pr Creati				<b>Anchor Standard 1</b> Generate and conceptualize artistic ideas and work.									
<b>Enduring Unde</b> The creative ideas, conce influence musicians' work of source		<i>Essential Question</i> How do musicians generate creative ideas?											
Exposure	Exp	ploratio	n	Er	nrichme	nt	Ex	cellence	Entrepreneurship				
				In	dicators	5							
РК К 1 2	3	4	5	6 7 8			HS Proficient	HS Accomplished	HS Advanced				
I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.	s for an artistic purpose, and generate musical and generate musical gappropriate technology ideas for an artistic works, within a variety use of compositional technology						tts, and artistic purpo ositional techniques, ole technology.	Id generate musical works for tic purposes with advancing niques, including effective gy.					
E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available.	E:3-5:1: \ increasin independ musical i classroor personal activities appropri as availa	ng dence, c ideas for m and I compos s, using iate tech	sition	indepen collabor others, o works th commun cultural, experier	Working idently a ration wi create m nat clear nicate pe , or histo nce, usin riate tech able.	nd in th iusical ly ersonal, rical g	E:9-12:1: As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.						
E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.	E:3-5:2: 0 with inter melodic, dynamic, elements to artistic appropri as availa	ermediat , rhythm , and for s, in resp c stimuli iate tech	te-level ic, rmal ponse i, using	with adv rhythmi formal e includin harmon to artist	Create r vancing r c, dynam elements g simple y, in resp ic stimul iate tech able.	melodic, nic, and , oonse i, using	E:9-12:2: Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available.						



							M	JSIC					
			<b>stic Pro</b> Creating				Anchor Standard 2 Organize and develop artistic ideas and work.						
<b>Enduring Understanding</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.							<i>Essential Question</i> How do musicians make creative decisions?						
Exposure Exploration					Er	nrichme	nt	Exc	cellence	Entrepreneurship			
							Indi	cators			-		
РК	к	1	2	3	4	5	6	6 7 8			HS Accomplished	HS Advanced	
	I:P-2:2: Select, discuss, and document musical ideas.				Select, p , and doc l choices v tions to p ntext.	ument with	I:6-8:1: Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.			I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.			
							Ехрес	tations					
E:P-2:1: With teacher guidance, use standard and/or iconic notation or recording technology to create and document personal musical ideas. E:3-5:1: With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document person musical ideas. Clearly communicate creative choices.					n, or ology eate ersonal learly	which n standar iconic n recordin to notat persona Craft a stateme summa support	Apply to nay included notation otation, on any technologies of the any technologies of the any technologies of the composed of the the technologies of the the the technologies of the technologies of technologies of the technologies of technologies of tec	de in, or blogy, ord l ideas. r's learly e and	E:9-12:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer's statement that clearly summarizes and supports creative and conceptual choices.				



							M	JSIC					
			<b>stic Pro</b> Creatin					Anchor Standard 3 Refine and complete artistic work.					
Enduring Understanding Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of creation and communication.					н	<i>Essential Question</i> How do musicians improve the quality of their creative work? When is creative work ready to share?							
Exposure					ploratio		EI	nrichme	nt	Exc	cellence	Entrepreneurship	
					1	1	Indi	cators					
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Apply feedback to develop and refine personal musical ideas.				I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.			self-sele (includir context evaluate	Apply give ected crite ng elemen and inten e and sum ents to pe ideas.	ria its of t) to marize	elements of	velop and apply crit context and intent, efinements to pers		
I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.			al	I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.			for refin persona based o	Support r lements to il musical n feedbac sources.	o ideas	I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.			
							perform version musical demons develop	Present a nance-read of person ideas trating a ing level o stic purpo	dy al of craft	I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.			
E:P-2:1: Re musical idea feedback.			to	E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback			Expectations E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.			E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.			
version, inc refinements artistic purp	E:P-2:2: Present a classroom version, incorporating refinements, and demonstrate artistic purpose, using appropriate technology as available.			and document revisions. E:3-5:2: Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available.			refinem musical analysis	entation	ersonal ough	E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.			
							perform version support decision the crea includin using ap	Present a hance-read and clearl judgmen is made d htive proce g refinem opropriate ogy as ava	dy y ts and uring ess, ent,	clearly suppo during the cr	esent a performanc ort judgments and reative process, inc oriate technology a	luding refinement,	



						M	JSIC					
		<b>tistic Proc</b> Presentin				Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.						
Enduring Understanding Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire. Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.							<i>Essential Question</i> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?					
	oosure			ploratio	n	EI	nrichmei	nt	Exc	ellence	Entrepreneurship	
	T		1	Γ	T	Indi	cators					
РК К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Describ preferences w musical selecti of contexts.	hen makin	g	preferen selection performa purpose, technica		e for d on and	determin music fo based or technica qualities		ction of nce context, artistic	music for pe	rformances based of the section of t	mine the selection of on purpose, context, acteristics, and	
I:P-2:2: Make a performance c to context.	hoices acc	ording	analyze h (historica and pers performa		xt , social, ms	analyze l (historica and pers performa		kt social, ms	I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.			
I:P-2:3: Demonstrate artistic qualities in performing musical ideas.			I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.			explain h commun interpret expression	Describe an now intent nicated thro tation, incluve aspects elements.	is ough uding	I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.			
I:P-2:4: Read a iconic or stand	•		I:3-5:4: Read and perform from iconic and/or standard notation.			I:6-8:4: Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems.			I:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.			
	<u> </u>		50544				tations					
E:P-2:1: With t select a piece of and perform, of creative intent	of music to considering	read	guidance, music to r perform v context a Justify an performa	Vith teache , select a pir read, analy: with attenti nd creative d support nce decisio	ece of ze, and ion to intent.	guidance music to perform context a Justify an performa	Vith limited , select a pio read, analyz with attenti nd artistic p d support ince decisio	ece of ee, and on to ourpose. ns.	E:9-12:1: As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions.			
E:P-2:2: Demo knowledge of i when describin music selected	musical cor ng choices	of	understa contexts	Demonstra Inding of m When desided of music se Inmance.	nusical cribing	compare contexts choices o	Explain and the use of in describit of music se ormance.	<sup>r</sup> musical ng	E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.			
E:P-2:3: Demo of artistic qual performing mu	ities when usical ideas		explain a when pe ideas.	Demonstra artistic qua rforming n	lities nusical	the use of when int for perfo	Support an of artistic q cerpreting i ormance.	ualities music	E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.			
E:P-2:4: Read i notation in pre performance.			standard	Read iconic I notation i ance of mu	in	notation, or alterna systems i performa	E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.					



	MUSIC													
			<b>stic Pro</b> resentir				<b>Anchor Standard 5</b> Develop and refine artistic work for presentation.							
Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.						Н	ow do n	nusician		<b>Question</b> e quality of their	performance?			
Exposure Exploration					n		nrichmei	nt	Exc	cellence	Entrepreneurship			
		1				I	Indi	cators						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Apply fe se and ref nance.		)	apply ap		e	apply ap feedbac rehears areas of	Identify a opropriat of to dete al practic f refinem diness of nance.	e ermine es, ent,	I:9-12:1: Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles.				
							Ехрес	tations						
identify multipl the reh to addr suggest	E:P-2:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to address performance suggestions.			guidance feedbace multiple during t process improve quality, accurace purpose		y blore f view rsal to hance stic	teacher identify collabor develop explore during t process improve quality, accurac purpose	ed criter multiple the rehea , in order e perform technica y and art e.	e, jy ideas rsal to nance l istic	E:9-12:1: As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy and artistic purpose.				
	: Apply fe e and refi sal.			to impro	Apply fea ove and r rehearsa	efine	to impr	Apply fe ove and r rehears	efine	E:9-12:2: Apply feedback to improve and refine music in rehearsal.				
							learners teacher manage with fle address identifie order to	ed challer o improve of musica nce for ners and	n ce, d time o nges, in	E:9-12:3: As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.				



			Μ	JSIC					
<b>Artistic Pro</b> Presenti			Anchor Standard 6 Convey meaning through the presentation of artistic work.						
<b>Enduring Unde</b> Musicians judge performance vary across time, plac	e based on criteria th	at \	<i>Essential Question</i> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?						
Exposure	Exploration		Er	nrichme	nt	Exc	cellence	Entrepreneurship	
			Indic	cators	_				
РК К 1 2	3 4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Communicate purpose through music performance.	1:3-5:1: Communicat purpose through mu performance, paying attention to accurac and interpretation.	sic p ; p y at in	ourpose perform attentio nterpre	Commur through ance, pa on to acco tation, a er's inte	n music aying uracy, ind	I:9-12:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, composer's intent, and cultural authenticity.			
I:P-2:2: Perform appropriately for audience and purpose.	I:3-5:2: Perform appropriately for audience and purpo	se. a	I:6-8:2: Demonstrate performance decorum appropriate to the context.			I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.			
			<u> </u>	tations					
E:P-2:1: Perform varied examples of music with artistic purpose.	E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.	va m p	E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.			E:9-12:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery.			
E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.	E:3-5:2: Interact effectively with the audience and other performers to conve the artistic purpose the piece. Reflect w the listeners in discussion or other activity appropriate the context.	y prof the firm of	E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			E:9-12:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			
E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.	or reported for the formed of	eadines epertoi oublic p oased o ime, pl	B: Determine ess of a varied oire of music for performance, on experience of olace, and culture which the music is		E:9-12:3: Choose a varied repertoire of music for performance by applying knowledge of time, place, and culture and determine readiness of music for public performance.				



MUSIC												
		<b>istic Pro</b> espondi						Perc	Anchor Standard 7 Perceive and analyze artistic work.			
Enduring Understanding Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.						Hc	ow do ind		<b>Question</b> ose music to expe	rience?		
Exp	osure		E	xploratio	on		nrichme	ent	Exc	Excellence Entrepreneurship		
						Indi	cators					
РК К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
describe how p and experience	I:P-2:1: Select music and describe how personal interests and experiences influence musical choice. I:3-5:1: Select music and describe, citing evidence, how persor interests, experiences and purposes influence musical choice.			ing ersonal ences,	I:6-8:1: Select musical programs for listening, and demonstrate connections toI:9-12:1: Use research and self-developed justify choices made when selecting music knowledge of the music including its pur context.interests, experiences, and purposes.and self-developed justify choices made when selecting music context.			cting music, citing ng its purpose and				
concepts and o	I:P-2:2: Describe how musical concepts and contrasts may be used for specific purposes.       I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).			describ the stru musical context and his	Demons e, and co icture, us element (social, i torical) in of music	ompare se of ts, and cultural, n a	I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.					
						Ехрес	tations					
E:P-2:1: When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose. E:3-5:1: Clearly communicate pers preferences when selecting music for listening or perform and describe how use of musical elements and cont influence the choice		n for prming w the ntext pice.	E:6-8:1: Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.		re the elements en ety of ng or tify the dence	E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.						
E:P-2:2: In resp prompts, desc musical eleme	ibe the use	e of	guidan clearly of struc	: With lim ce, comm the impor cture, mus its, and cc	unicate rtance sical	indeper commu importa structur elemen	nicate th	ne cal ontext	E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.			



	MUSIC												
	Artistic Process Responding							In	iterpret		<b>tandard 8</b> eaning in artistic	work.	
<b>Enduring Understanding</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.					How	<i>Essential Question</i> How do we discern the musical creators' and performers' expressive intent?							
	Ехро	sure		E>	ploratio	n	Er	nrichmei	nt	Exc	Excellence Entrepreneurship		
							India	cators					
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
writing	writing or discussion techniques to reflect the musicians' creative intent.		explain qualitie musicia	Summari: how artis s are used ns' etations.	tic	support interpre and ana musical attentio	Describe persona etations o lyze how element on to cont stic quali intent.	f music use of s, text,	intent and m evidence the	Accomplished HS Advanced alyze interpretations of the creative beaning of musical works, citing as treatment of the elements of music, mpositional techniques, and research.			
							Ехрес	tations					
music, i element and sho writing,	E:P-2:1: When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent. E:3-5:1: When listening to musical elements and performance choices might create the intended effect.			inicate ise of and	to music the perf persona and mu	When lis c, describ formers' al interpre sical choi creative i	e how etation ces	E:9-12:1: Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices.					
										personal inte	alyze and respond t erpretation, justifyin defending creative	ng musical choices by	



	MUSIC											
Artistic Process Responding								Apply o	Anchor St criteria to eva	t <b>andard 9</b> aluate artistic wo	rk.	
<b>Enduring Understanding</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.					How o	do we ju	dge the	<b>Essential</b> quality of mu		l performance(s)?		
	Expo	sure		Ex	ploratio	n	Er	richmer	it	Exc	cellence	Entrepreneurship
				-	-	T	Indi	cators		I		
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
artistic p evaluatir	I:P-2:1: Apply personal and artistic preferences when evaluating music, using appropriate musical vocabulary.       I:3-5:1: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.			support evaluatio works or based or develope appropri vocabula		sical ances or a, using	I:9-12:1: Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary.					
							Ехрес	tations		Ī		
preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary. Supp with appropriate appropriate appropri			piece of musical and eva quality specifie Support with evi appropi vocabul	-	ra ance g to view nd	of music perform familiar styles, ai quality a given cri commur support using ap musical citing ev the given	Choose p or music ances fro and unfai nd evalua iccording teria. Cle nicate anc a point o propriate vocabular idence ba n criteria.	al m both miliar te the to arly f view	E:9-12:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to self- developed criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.			
an active informal attention	E:P-2:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music. E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.			E:6-8:2: Engage       E:9-12:2: Engage appropriately as an active in formal and informal settings, paying attention to audience etiquette appropriate to the genre         appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre			paying attention to					
E:P-2:3: element contrast	s from tv	vo or mo	re	E:3-5:3: docume elemen more co	Compare ent music ts from two ontrasting ns of mus	e and al wo or g	contrast element	of music.E:6-8:3: Compare and contrast musicalE:9-12:3: Choose a varied repertoire of m document comparisons and contrasts be different pieces of music.elements from two or more selections ofdifferent pieces of music.				



	MUSIC												
	Artistic Process Connecting						Synthes	size and	relate k	Anchor Standar nowledge an		iences to make art.	
<b>Enduring Understanding</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.					H	n ob wc		s make mean	ingful connectior	is to creating,			
	Ехро	sure		Ex	ploratio	n	En	richmer	nt	smowledge and personal experiences to make art.         Essential Question         Is make meaningful connections to creating, erforming, and responding?         Excellence       Entrepreneurship         HS       HS         Proficient       Accomplished         I:9-12:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.         E:9-12:1: Identify and justify personal and cultural influences as well as creative preferences in			
							India	ators					
РК	к	1	2	3	4	5	6	7	8	_		HS Advanced	
interes includir enviror relate t creatin	I:P-2:1: Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music.		interest knowled relate to choices intentio creating	Describe s, experie dge, and o persona and mus ns when g, perforn ponding t	ences, skills al ical ning,	I:6-8:1: I interests knowled relate to choices a intentior creating, and resp music.	, experie ge, and s persona and music s when perform onding to	nces, kills l cal ing,	knowledge, and skills relate to personal choices musical intentions when creating, performing, a		personal choices and		
creative	creative preferences in creating, performing, and responding to music.		Identify al and cul ces as we preferen g, perform ponding t	ll as nces in ning,	Expect E:6-8:1: I describe cultural i well as c preferen performi respondi	personal nfluence reative ces in cre ng, and	and s as eating,	E:9-12:1: Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.					
E:P-2:2: Identify and document ways to make music outside of school and/or music class, including after-school programs and extracurricular opportunities.		docume of, and for, mal inside a school a class, in		enefits hities ic both le of usic fter-	E:6-8:2: skills lear part of n both insi the class school, in school pr commun making, extracurr opportur	rned in cl nusic mal de and o room an ncluding rograms, ity music and ricular	ass as king utside d after-	gained in sch gained both school envire programs, co	derstand and conn- nool with music skil inside and outside onment, including a ommunity music-m lar opportunities.	ls and experiences the classroom and after-school			



			MUSIC										
		s <b>tic Pro</b> o				Relat	te artisti		and works wi	t <b>andard 11</b> ith societal, cultu en understanding	ral, and historical		
<b>Enduring Understanding</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.					How d			, other discip	<b>Question</b> lines, contexts, a nd responding to	nd daily life inform music?			
Exposu	ure		E>	ploratio	n	Er	nrichmer	nt	Exc	cellence	Entrepreneurship		
						Indic	ators						
РК К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Describe how music can be a part of personal daily life experiences.I:3-5:1: Descri justify how music form of person communication expression.			ow music personal nication a	c is a	justify ho form of p societal, historica	Describe a ow music personal, cultural, a I commur ression.	is a and	functions as historical, po	cribe, justify and ex a form of personal olitical, and ethical citing musical chara	, societal, cultural, communication and			
music in other people's daily lives.			explain f impact t	Describe a factors that he role of res of peop	at music	and expression.       I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.							
I:P-2:3: Describe the relationships of music to other arts subjects in school.			relation to danc visual a	Describe ships of r e, theatre rts, media er discipli	nusic e, the a arts	I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.		I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.					
							tations		<u>.</u>				
E:P-2:1: With teacher guidance, connect music to personal experience through creating, performing, or responding to music.		ıg,	guidance to perso through perform	With limit e, connect nal experi creating, ing, or ing to mus	music ience	E:6-8:1: V independ connectio music and societal, historical communi creating,	With increa lence, ons betwee d other pe cultural, ar ways of ication thr performin	en rsonal, nd ough g, or	connections societal, cult ways of com	self-directed learne between music an ural, historical, pol munication, throug or responding to m	d other personal, itical, and ethical gh creating,		
E:P-2:2: With teacher guidance, connect music to other people's personal experiences when creating, performing, or responding to music.		guidance to other persona when cr perform	•	: music ces	responding to music. E:6-8:2: With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music.		E:9-12:2: As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music.						
make connections music and other co subjects, including through creating, p	E:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.E:3-5:3: With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding		independ connectio music an core subj arts, thro	With increat lence, mak ons betwee d other co ects, inclu- ugh creati ng, or resp	ke en mmon ding the ng,	E:9-12:3: As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music.		ween music and ncluding the arts,					
responding to music.     performing, or responding to music.       E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.     E:3-5:4: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.		E:6-8:4: A document influenced the time a was creat	nalyze and t how music d by unders and place in ed, the ava , and cultur	c is standing n which it ilable	E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.								



#### **Music Standards Grades P-2**

# Anchor Standard 1

### Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question		
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?		
	Developmental Level: Exposure			
РК	К 1	2		
	Indicators			

I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.

Expectations

E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available.

E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Und	lerstanding	Essential Question					
Creating	Musicians' creat influenced by th context, and exp	neir expertise,	How do musicians make creative decisions?					
	Developmental Level: Exposure							
РК	К	1	2					
	Indicators							
I:P-2:1: Select, discuss, and document musical ideas.								
Expectations								

E:P-2:1: With teacher guidance, use standard and/or iconic notation or recording technology to create and document personal musical ideas.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question	
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate	How do musicians improve the quality of their creative work? When is creative work ready to	
	criteria.	share?	
	Musicians' presentation of		
	creative work is the culmination		
	of creation and communication.		
РК	К 1	2	

Indicators	
I:P-2:1: Apply feedback to develop and refine personal musical ideas.	

I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.

Expectations

E:P-2:1: Refine personal musical ideas in response to feedback.

E:P-2:2: Present a classroom version, incorporating refinements, and demonstrate artistic purpose, using appropriate technology as available.



### Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question						
Presenting	Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a							
	performance influence the selection of the repertoire.	How does understanding the structure and context of musical						
	Analyzing creators' context, and how	works inform performance?						
	they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?						
	Performers make interpretive decisions based on their understanding of context and expressive intent.							
	Developmental Level: Exposure							
РК	K 1	2						
Indicators								

I:P-2:1: Describe personal preferences when making musical selections from a variety of contexts.

I:P-2:2: Make appropriate performance choices according to context.

I:P-2:3: Demonstrate artistic qualities in performing musical ideas.

I:P-2:4: Read and perform from iconic or standard notation.

#### Expectations

E:P-2:1: With teacher guidance, select a piece of music to read and perform, considering creative intent.

E:P-2:2: Demonstrate knowledge of musical contexts when describing choices of music selected for performance.

E:P-2:3: Demonstrate awareness of artistic qualities when performing musical ideas.

E:P-2:4: Read iconic or standard notation in preparing for performance.



# Develop and refine artistic work for presentation.

Artistic Process	Enduring U	nderstanding	Essential Question
Presenting	musicians analy refine their pe time through c ideas, persis application c	ir musical ideas, ze, evaluate, and rformance over openness to new tence, and the of appropriate eria.	How do musicians improve the quality of their performance?
	Developmenta	Level: Exposure	
РК	К	1	2

Indicators

I:P-2:1: Apply feedback to rehearse and refine performance.

Expectations

E:P-2:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to address performance suggestions.E:P-2:2: Apply feedback to improve and refine music in rehearsal.



# Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understo	anding	Essential Question			
Presenting	Musicians judge perfo based on criteria that v time, place, and cu	vary across	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?			
	Developmental Level:	Exposure				
РК	К	1	2			
Indicators						

I:P-2:1: Communicate purpose through music performance.

I:P-2:2: Perform appropriately for audience and purpose.

#### Expectations

E:P-2:1: Perform varied examples of music with artistic purpose.

E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.

E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.



### Perceive and analyze artistic work.

Artistic Process	Enduring Understanding		Essential Question	
Responding	works is influenced interests, experie understandings, and Response to music is ir analyzing context (soci and historical) and how and performers manip	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		
	Developmental Level:	Exposure		
РК	К	1	2	
Indicators				

I:P-2:1: Select music and describe how personal interests and experiences influence musical choice.

#### Expectations

E:P-2:1: When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose.

E:P-2:1: In response to teacher prompts, describe the use of musical elements and contexts.



# Interpret intent and meaning in artistic work.

Artistic Process	Enduring U	nderstanding	Essential Question			
Responding	and structures and performers	use of elements of music, creators s provide clues to essive intent.	How do we discern the musical creators' and performers' expressive intent?			
Developmental Level: Exposure						
РК	К	1	2			
Indicators						
I:P-2:1: Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent.						
Expectations						

E:P-2:1: When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Und	lerstanding	Essential Question
Responding	The personal e musical wo performance(s) analysis, interp established	rk(s) and is informed by retation, and	How do we judge the quality of musical work(s) and performance(s)?
	Developmental I	evel: Exposure	
РК	К	1	2
	Indica	itors	
I:P-2:1: Apply personal and artistic preferences when evaluating music, using appropriate musical vocabulary.			
	Expect	ations	
P-2:1: Clearly communicate preferences and include supporting statements when listening to a piece			

E:P-2:1: Clearly communicate preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary.

E:P-2:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:P-2:3: Compare musical elements from two or more contrasting selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Unde	erstanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		How do musicians make meaningful connections to creating, performing, and responding?
	Developmental Le	evel: Exposure	
РК	К	1	2
	Indicat	ors	

I:P-2:1: Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music.

Expectations

E:P-2:1: Identify personal and creative preferences in creating, performing, and responding to music.

I:P-2:2: Identify and document ways to make music outside of school and/or music class, including afterschool programs and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understo	anding	Essential Question
Connecting	Understanding conne varied contexts and enhances musicians' performing, and res	daily life creating,	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Developmental Level:	Exposure	
РК	К	1	2
	Indicators		

#### Indicators

I:P-2:1: Describe how music can be a part of personal daily life experiences.

I:P-2:2: Describe the role of music in other people's daily lives.

I:P-2:3: Describe the relationships of music to other arts subjects in school.

Expectations
E:P-2:1: With teacher guidance, connect music to personal experience through creating, performing, or responding to music.
E:P-2:2: With teacher guidance, connect music to other people's personal experiences when creating,
performing, or responding to music.
E:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.
E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining

E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.



# Music Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Conceptualize and generate musical ideas for an artistic purpose and context, using appropriate technology as available.

### Expectations

E:3-5:1: With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available.

E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Select, present, expla	ain, and document musical choices wi context.	th connections to purpose and
	Expectations	

E:3-5:1: With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document personal musical ideas. Clearly communicate creative choices.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	Musicians' presentation of creative work is the culmination of creation and communication.	

Developmental Level: Exploration				
3	4	5		
Indicators				

I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.

I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.

### Expectations

E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

E:3-5:2: Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process Presenting	<text><text><text><text></text></text></text></text>	<b>Essential Question</b> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill.

I:3-5:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.

I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.

I:3-5:4: Read and perform from iconic and/or standard notation.

#### Expectations

E:3-5:1: With teacher guidance, select a piece of music to read, analyze, and perform with attention to context and creative intent. Justify and support performance decisions.

E:3-5:2: Demonstrate an understanding of musical contexts when describing choices of music selected for performance.

E:3-5:3: Demonstrate and explain artistic qualities when performing musical ideas.

E:3-5:4: Read iconic and/or standard notation in performance of musical ideas.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Identify and apply appropriate feedback to rehearse and refine performance.		

Expectations

E:3-5:1: With teacher guidance, identify feedback and explore multiple points of view during the rehearsal process, in order to improve performance quality, technical accuracy, and artistic purpose.

E:3-5:2: Apply feedback to improve and refine music in rehearsal.



# Convey meaning through the presentation of artistic work.

criteria that vary across	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
mental Level: Exploration	
4	5
Indicators	
ו י	

I:3-5:1: Communicate purpose through music performance, paying attention to accuracy and interpretation.

I:3-5:2: Perform appropriately for audience and purpose.

Expectations

E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.

- E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.
- E:3-5:3: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.



### Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How do individuals choose music to experience?
	Developmental Level: Exploration	
3	4	5
	Indicators	
1. Coloct music and do	cariba, aiting avidance, have narconal intera	sts overigences and europses

I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.

I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).

### Expectations

E:3-5:1: Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice.

E:3-5:2: With limited guidance, communicate clearly the importance of structure, musical elements, and context.



# Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Summarize and ex	xplain how artistic qualities are used in	musicians' interpretations.
	Expectations	

E:3-5:1: When listening to music, communicate clearly how the use of musical elements and performance choices might create the intended effect.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Describe persona	l evaluation of musical works or performation	ances based on criteria, using

appropriate musical vocabulary.

### Expectations

E:3-5:1: Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary.

E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:3-5:3: Compare and document musical elements from two or more contrasting selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Describe how inter	ests, experiences, knowledge, and skills r	elate to personal choices and

I:3-5:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

<b>F</b>				
ΕX	pe	ста	itio	ns

E:3-5:1: Identify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:3-5:2: Identify and document the benefits of, and opportunities for, making music both inside and outside of school and/or music class, including after-school programs and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Describe and justify how music is a form of personal communication and expression.

I:3-5:2: Describe and explain factors that impact the role of music in the lives of people.

I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.

### Expectations

E:3-5:1: With limited guidance, connect music to personal experience through creating, performing, or responding to music.

E:3-5:2: With limited guidance, connect music to other people's personal experiences when creating, performing, or responding to music.

E:3-5:3: With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:3-5:4: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.



# Music Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Conceptualize and generate musical works, within a variety of forms, for given contexts and artistic purposes, using appropriate technology as available.

### Expectations

E:6-8:1: Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.

E:6-8:2: Create music with advancing melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
1:6-8:1: Use a variety of media a	and methods, including available techr	hology, to select, present, explain,

I:6-8:1: Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.

### Expectations

E:6-8:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas. Craft a composer's statement that clearly summarizes and supports creative and conceptual choices.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	Musicians' presentation of creative work is the culmination of creation and communication.	
	Developmental Level: Enrichment	

6	7	8

#### Indicators

I:6-8:1: Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.

I:6-8:2: Support rationale for refinements to personal musical ideas based on feedback from multiple sources.

I:6-8:3: Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose.

#### Expectations

E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

E:6-8:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.

E:6-8:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Performers' interest in and knowledge of musical works, understanding their own	How do performers select repertoire?
	technical skill, and the context for a performance influence the selection of the repertoire.	How does understanding the structure and context of musical works inform performance?
	Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?
	Performers make interpretive decisions based on their understanding of context and expressive intent.	
	Developmental Level: Enrichment	
6	7	8
	Indicators	
I:6-8:1: Apply criteria to determine	the selection of music for performance based artistic qualities.	on purpose, context, technical skill, and
I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.		
I:6-8:3: Describe and explain how in	itent is communicated through interpretation, i elements.	ncluding expressive aspects and musical
I:6-8:4: Read and perform from iconi	c and/or standard notation, considering appropria	ate context for different notation systems.
	Expectations	

#### Expectations

E:6-8:1: With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions.

E:6-8:2: Explain and compare the use of musical contexts in describing choices of music selected for performance.

E:6-8:3: Support and justify the use of artistic qualities when interpreting music for performance.

E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.



### Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?
	Developmental Level: Enrichment	

	Developmental Level: Enrichment	:
6	7	8
	Indicators	

I:6-8:1: Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of performance.

### Expectations

E:6-8:1: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

E:6-8:2: Apply feedback to improve and refine music in rehearsal.

E:6-8:3: As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.



# Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Musicians judge performances based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Developmental Level: Enrichment	
6	7	8

Indicators

I:6-8:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer's intent.

I:6-8:2: Demonstrate performance decorum appropriate to the context.

Expectations

E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.

E:6-8:3: Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.



### Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How do individuals choose music to experience?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.

I:6-8:2: Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces.

### Expectations

E:6-8:1: Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.

E:6-8:2: With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.



# Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and <b>structure</b> s of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
I:6-8:1: Describe and supp	ort personal interpretations of music an	d analyze how use of musical
elements, at	ttention to context, and artistic qualities	convey intent.
	Expectations	

E:6-8:1: When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Describe and support personal evaluation of musical works or performances based on existing or developed criteria, using appropriate musical vocabulary.

### Expectations

E:6-8:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.

E:6-8:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:6-8:3: Compare and contrast musical elements from two or more selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

### Expectations

E:6-8:1: Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:6-8:2: Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after-school programs, community music-making, and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding	Essential Question
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Developmental Level: Enrichment	
7	8
Indicators	
	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Developmental Level: Enrichment 7

I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.

I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.

I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.

### Expectations

E:6-8:1: With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.

E:6-8:2: With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music.

E:6-8:3: With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:6-8:4: Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



# Music Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of	How do musicians generate creative ideas?
	sources.	

	Exce	ellence	Entrepreneurship
	High School Proficient	High School Accomplished	High School Advanced
Indicators			
	I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with		

I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology.

### Expectations

E:9-12:1: As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.

E:9-12:2: Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
Exc	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.		

### Expectations

E:9-12:1: Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer's statement that clearly summarizes and supports creative and conceptual choices.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	Musicians' presentation of	
	creative work is the culmination	
	of creation and communication.	

Exce	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.		
I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.		
I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.		

#### Expectations

E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.

E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.

E:9-12:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



### Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.	How do performers select repertoire? How does understanding the structure and context of musical works inform
		performance?
	Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?
	Performers make interpretive decisions	
	based on their understanding of context and expressive intent.	

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
Indicators		
I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities.		

I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.

I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.

I:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.

#### Expectations

E:9-12:1: As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions.

E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.

E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.

E:9-12:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts.



### Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles.

### Expectations

E:9-12:1: As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy and artistic purpose.

E:9-12:2: Apply feedback to improve and refine music in rehearsal.

E:9-12:3: As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.



## Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Musicians judge performances based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, composer's intent, and cultural authenticity.

I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.

### Expectations

E:9-12:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery.

E:9-12:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.

E:9-12:3: Choose a varied repertoire of music for performance by applying knowledge of time, place, and culture and determine readiness of music for public performance.



### Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
Indicators		
1.9-12.1: Use research and self-developed criteria to justify choices made when selecting music, citing		

I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.

I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.

### Expectations

E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.

E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.



### Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
Exc	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, compositional techniques, and research.

### Expectations

E:9-12:1: Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices.

E:9-12:2: Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.



# Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Excellence	Entrepreneurship

Excellence		Entrepreneurship	
	High School Proficient	High School Accomplished	High School Advanced
		Indicators	
1.9-12:1: Develop and justify personal evaluation of music, programs of music, and perform		of music and performances using	

I:9-12:1: Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary.

### Expectations

E:9-12:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to self-developed criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.

E:9-12:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:9-12:3: Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?
Ex	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Describe how inte	rests, experiences, knowledge, and skills	relate to personal choices and

musical intentions when creating, performing, and responding to music.

E:9-12:1: Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

E:9-12:2: Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment, including after-school programs, community music-making, and extracurricular opportunities.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Exc	cellence	Entrepreneurship

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and research.

I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.

I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

#### Expectations

E:9-12:1: As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music.

E:9-12:2: As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music.

E:9-12:3: As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music.

E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.



# **Glossary of Music Terminology**

# <u>Analyze</u>

Examine in detail the structure and context of the music.

# <u>Context</u>

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

# **Craftsmanship**

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

# <u>Criteria</u>

Guidelines used to judge the quality of a student's performance.

# **Demonstrate**

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

# **Dynamics**

Level or range of loudness of a sound or sounds.

# **Explore**

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

# **Expressive Qualities**

Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity. Qualities that



convey feeling in the presentation of musical ideas.

# **Imagine**

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced.

# Improvisation/Improvise

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

# <u>Intent</u>

Meaning or feeling of the music planned and conveyed by a creator or performer.

# **Interpret/Interpretation**

Determine and demonstrate music's expressive intent and meaning when responding and performing.

# **Inventive singing**

Singing with sounds and words that have no real meaning.

# Musical idea

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

# **Musical contrasts**

A <u>compositional</u> device which has come to be one of the principal properties of good <u>music</u>. A variety of contrast(s) such as <u>tempo</u> (contrasting fast to slow), <u>dynamics</u> (contrasting loud to soft), and tempo (contrasting fast and slow) is essential to good <u>composition</u>. Contrast is a means to maintain listener interest.



# Perform

Share work with others in a formal manner after practice/rehearsal.

# <u>Plan</u>

Select and develop musical ideas for creating a musical work.

# <u>Purpose</u>

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

# **Present**

Share work with others such as teacher or peers in an informal manner, may be improvised.

# <u>Refine</u>

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

# <u>Select</u>

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

# **Steady Beat**

The constant repeating pulse in music.

# <u>Structure</u>

Totality of a musical work.



# Tempo/Tempi

Rate or speed of the beat in a musical work or performance.

# **Vocalizing**

Vocal exercises/singing with no text using one or more vowel sounds.

# Sources

National Core Art Standards Glossary-Music: <u>http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%</u> <u>20for%20Music%20Standards%20-%20new%20copyright%20info.pdf</u>

OnMusic Dictionary: http://dictionary.onmusic.org



# **Theatre Standards Grades P-12**

				Т	HEATR	E					
Arti	stic Process						Anchor Sto	ındard 1			
(	reating				Ger	nerate and	l conceptualiz	e artistic ideas and	l work.		
Enduring	Understand	ling					Essential Q	uestions			
Theatre artists rely criti	on intuition, cal inquiry.	curiosity,	and					eir imaginations an nd creative explora	d/or learned theatre tion and inquiry?		
Exposure		xploration	า		nrichme			cellence	Entrepreneurship		
					Indicator	's					
РК К 1 2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience.	enact details to the plotdetails to the plot anddiffof a guided originalcharacters of a guidedcharacters of a guideddrama/theatricaloriginal drama/theatricaltheexperience.experience.the						historical the	earch and explore ho atrical conventions in vices in an original th	nform plot and		
I:P-2:2: Propose details t setting, costume, and properties in a guided original drama/theatrica experience.	different setting, c propertie	ways to rep ostume, and is in a guided rama/theat	resent I d	different choices e characte	xplore hov design and enhance sto r, and then heatrical v	d artistic ory, ne in an	I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.				
I:P-2:3: Identify and emplo ways that voice and body define a character in a guided drama/theatrical experience.	circumsta character objective	xplore how ances impac 's motivatio in a guided aeatrical exp	t a n and original	character circumsta objectives	evelop an i using giver nces, inner and intera her charact	thoughts,	I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.				
				EX	pectatio	ons					
E:P-2:1: Think creatively and communicate clearl- ideas to advance the plo of a drama/theatrical experience.	collabora create int character	ynthesize id te with othe teresting plo rs for an orig rama/theatr ce.	ers to ot and ginal	collabora on artistic	ffectively re tively make c choices du of an origir work.	decisions Iring the	E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.				
E:P-2:2: Collaborate with others to conceptualize settings, costumes, and properties for a guided drama/theatrical experience.	ely and ers to alize nd ed erience.	others to analyze h	Collaborate explore a now design ory, charac	nd i choices	E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.						
	and implement ideas on how to define a character with voice and body.						E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions and personal experiences to develop a theatrical work.				
E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.	ively ducing	be flexib	Fhink creat le in rehea g an origin I work.	rsing and	E:9-12:4: Think creatively and be flexible in rehearsing, designing, and producing an original theatrical work.						



			Artistic	Process						Anchor S	tandard 2			
			ıring Ur	ating aderstand						Essential	artistic ideas and wo Question			
The	eatre	artists v		liscover dit nicating	ferent wa	ys of		Но	w, when, a	and why do the	atre artists' choices o	change?		
	Expo	osure			xploratio	on	E	inrichme	nt	Ex	cellence	Entrepreneurship		
								ndicators		шс	LIC			
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: develop sequen defined guided experie I:P-2:2: and sup offer id	p dial ntial p d char l dram ence. : With pport, deas fo	ogue, lot and acters a/thea promp , assum or spec	in a trical oting ie and	inquiry, a ideas of p drama/th a charact circumsta inner tho 1:3-5:2: V support, responsil	neatrical w er's given ances, obje ughts. /ith promp assume de pilities of a	ginal ork using ctive, and ting and fined theatrical	original a theatrica critical a backgrou based in cultural o l:6-8:2: and exer respons	Share lead cute ibilities of a	ces in a ed on dge, al and ership a design	cultural contexts, and learned theatrical conventions to collectively develop original artistic choices to clarify thematic meaning. I:9-12:2: Collaborate as a creative team with defined responsibilities to discover artistic solutions and make interpretive choices in a devised theatrical				
	es of a theatrical ign team. team and create a design for a devised drama/theatrical experience.				-	incorpo in a thea	nd collaboi rate variou atrical wor	s ideas <.	work.					
E:P-2:1: with oth creative plot and guided o experier	hers to e ideas d chara drama,	develor concern cters in	ing a	and coll others t	Work cre aborate v o analyze e original	vith and	Expectations E:6-8:1: Research and employ playwriting techniques and evaluate artistic choices in a devised/adapted theatrical			techniques	ilize script analysis and evaluate perso dapted theatrical p	nal artistic choices in		
E:P-2:2 informa world o to enha choices devised experie	ation of the ance a s in th d drar	about t play/st artistic e guide	:he cory ed	informa world o use it cr enhance	Research tion abou f the stor eatively t e the devi theatrical	it the y and o sed	devised/adapted theatrical production. E:6-8:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted			E:9-12:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.				
E:P-2:3 think ci being p design	3: Be f creativ part of	ely whi f a thea	le	E:3-5:3: \ with a div flexible w to incorp ideas in a	Vork effec verse team vith others orate varic	being in order ous artistic	theatrical production E:6-8:3: Manage a design project by sharing leadership and working effectively with others to think critically about design choices and solutions.			E:9-12:3: Use technical theatre knowledge and collaborate to explore how each element of technical theatre interacts to enhance storytelling and theme.				
E:P-2:4: others a in a dive a guided experier	and wo erse te d dram	ork effect am to de	tively evelop	E:3-5:4: 0 others ar in a diver	Collaborate nd work eff se team to I drama/th	with ectively enhance	E:6-8:4: Be responsible to others and work effectively			devised/adapted theatrical production.				
E:P-2:5: support technolo artistic o drama/t experier	t use av logy to choices theatri	vailable enhance s in a gui	2	technol artistic	Use avail ogy to en choices in drama/th nce.	hance a	E:6-8:5: Use available technology to enhance artistic choices in a			E:9-12:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.				



		THI	ATRE						
Artistic	Process				Anchor Star	ndard 3			
Cre	ating			Refine	and complet	te artistic work			
	nderstanding				Essential Q				
		hata II	d		- +	مناطط المراجع			
Theatre artists refine the	er work and practice t gh rehearsal	neir H	ow do thea	atre artist	s transform	and edit their o	original ideas?		
Exposure	Exploration		Enrichmer	nt.	Exc	cellence	Entrepreneurship		
Exposure	Exploration	Ind	icators		Exc		Entrepreneursnip		
РК К 1 2	3 4	5 6	7	8	HS HS HS Advanced Proficient Accomplished				
I:P-2:1: With prompting and support explore various	I:3-5:1: Explore and refi various artistic choices t		L: Throughors rsal process				sal process apply conventions and		
artistic choices of plot and	enhance character, dial		efine artistic		•	analyses to refin			
dialogue in a guided drama/theatrical experience.	and plot in a devised theatrical experience.		ter clarify st	ory and		apted theatrical v	work for		
I:P-2:2: Explore artistic	I:3-5:2: Through rehears	sal, 1:6-8:2	e. : Explore vario	ous	performand I:9-12:2: Thr	ce. Tough the rehearsa	al process adapt		
choices in staging a guided	explore and refine artist	tic staging	; ideas throug	hout the	ideas from r	esearch and script	analysis to		
drama/theatrical	choices in staging a dev theatrical experience.	JCu	sal process of d theatrical w				ng in a performance and relevant to the		
experience.	theathcar experience.	perfor	mance.			<b>.</b> .	theatrical work for		
				- C	performance. I:9-12:3: During the course of the rehearsal				
I:P-2:3: With prompting and support discover	I:3-5:3: Create innovat solutions to design and		: Implement a ned technical			-	of the rehearsal ology to re-imagine		
various solutions to a single	technical problems that	at using a	vailable techr	•.	-		choices to enhance		
technical element.	arise in rehearsal for a	-	during the rehearsal process for devised/adapted			motional impact,			
	devised theatrical	theatr	cal work for		devised/adapted theatrical work for performance.				
	experience.		mance. ctations		performance	.e.			
E:P-2:1: Reason effectively and	E:3-5:1: Reason effectiv	ely E:6-8:	1: Apply perf		E:9-12:1: Utilize information on theatrical				
work creatively with others to make artistic decisions about	while comparing artistic choices in a devised		a to evaluate s in a theatri		traditions and conventions and evaluate artistic				
plot and dialogue.	drama/theatrical experi			Cai	choices in a	theatrical produ	ction.		
F.D. 2.2. Males desisions an	Fr2 Fr2: Collaborate wit	h	2	in a and	F:0 12:2: M		liebtistis		
E:P-2:2: Make decisions on artistic choices in staging.	E:3-5:2: Collaborate wit others to reimagine stag		2: Manage t rse effective			lanage time to ac ively and efficien	tly in a theatrical		
	choices in a timely man			.,	production	•	.,		
E:P-2:3: Produce design	E:3-5:3: Reflect and critig	ue on E·6-8:	3: Make deci	sions on	F·9-12·3· R	eason effectively	to analyze and		
elements for a guided	technical artistic choices a	and techni	cal artistic ch			ical productions			
drama/theatrical	implement innovated ide refine choices to better re	anum	plement inn			wledge to refine			
experience.	theme.	Ideas	o refine ther	n.	across all el	lements of the th	eatrical production		
E:P-2:4: With guidance and	E:3-5:4: Use available	E:6-8:	4: Use availa	able	E:9-12:4: U	se available techr	nology to refine and		
support use available	technology to refine		technology to refine			create technical designs.			
	technical designs.	techn	ical designs.						
technology to refine technical designs.	_				E:9-12:5: Produce a devised/adapted theatrica				
technology to refine technical designs. E:P-2:5: Perform a guided	E:3-5:5: Perform a		5: Produce a	postrical			adapted theatrical		
technology to refine technical designs.	_	ical devise	5: Produce a d/adapted th ction for an a			roduce a devised, for an audience.	adapted theatrical		



							т	heatre						
								neatre	;					
		/	Artistic	Process						Anchor St	andard 4			
			Prese	enting				Analyze,	interpret	t, and select a	artistic work for p	presentation.		
		Endu	ring Ur	nderstand	ding					Essential	Question			
				ke strong nvey me		to	Why ar	e strong	choices	essential to ir	nterpreting a drar	ma or theatre piece		
	Ехро	sure		E	xploratio	on	Enrichment Excellence Entreprene							
								ndicators	;		_			
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
settin guide exper know						stic ce ts in a	apply va choices dramati themati theatre	-	e e s and s in a	I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work.				
of boo and v comm traits guide exper	P-2:2: Explore the use of body, face, gestures, ind voice to communicate character raits and emotions in a uided drama/theatre experience based on a inown story.				and voca e a convir er for a sc	l choices ncing	acting to expand betweet characto	Apply vari echniques the conne n the acto er's object ions, and s	to ction r and a ive,	I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.				
							Ex	pectation	15					
effecti story i guidec	E:P-2:1: Communicate E:3-5:1: Reason effectively why a specific story is worth exploring in a guided drama/theatrical experience. E:3-5:1: Reason effectively to understar what makes a play wor performing.						criteria	Apply pro to make d ipt's select tance.	ecisions	E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.				
with o and im creativ scripte	:P-2:2: Work creatively       E:3-5:2: Work creatively         with others to decide on       with others to decide on         nd implement original       and implement original         reative artistic choices for a       creative artistic choices for         cripted drama/theatrical       a scripted theatrical         performance.       performance.				ide on ginal oices for al	E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production.			E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.					
and in acting mover create	E:P-2:3: Effectively justify       E:3-5:3: Effectively justify         and implement specific       implement specific acting,         acting, vocal, and       vocal, and movement choices to         create a convincing       character in a scripted         performance.       performance.				nt choices	E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.			E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.					



						_				_				
							Т	heatre	:					
		ŀ	Artistic	Process						Anchor St	andard 5			
			Prese	enting				Dev	elop and	refine artist	ic work for preser	ntation		
		Endu	ring Uı	nderstan	ding					Essential	Question			
The				persona rmance c		es and	Wh	at can I c	lo to fully	y prepare a p	erformance or te	chnical design?		
	Ехро	osure		E	xploratio	n	E	nrichmer	nt	Exc	ellence	Entrepreneurship		
		-					Ir	ndicators			_	_		
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
theat to ima and v inspir devel dram exper know I:P-2:2	I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story. I:P-2:2: Create simple technical elements in a guided drama/theatrical			techniqu imagina and voca scripted experier I:3-5:2: 0	tion, move al exercise theatrical nce. Craft basic	es in a	variety of exercise techniqu and perf scripted	s, and trai ues to a re formance theatrical xplore a va	nsfer hearsal of a work. ariety of	I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work.				
guideo experi guideo	I:P-2:2: Create simple I:3-5:2 technical elements in a techni guided drama/theatrical enhar				Il element e story and oted theat	theme	technical techniques to create a design for a formal or informal, scripted theatrical production.			and employ	them in a scripted t	heatrical production.		
							Expectations			E-9 12:1: In rehearsal use acting everyices to				
exerc creati drama	a/theat	nspire a guided re exper	ience				E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.			E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.				
collab techni and co a guid experi	drama/theatre experience based on a known story. E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.			experience. E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.			E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.			E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work.				
to cre enha dram expe	E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.			E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work.			and imp innovati enhance theatrice	ve solutio a scripte al product	ns to d ion.	•	ply technology and plutions to enhance	implement a scripted theatrical		
	known story. E:P-2:4: Participate in theatrically based warm- ups.			•			effective warm-up	Lead, deve ly participa is and prop l protocols	ate in Der		E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.			



							Т	heatre	9					
		,	Artistic	Process						Anchor St	andard 6			
			Pres	enting				Convey	meaning	through the	presentation of a	rtistic work.		
		Endu	ring U	nderstand	ding					Essential	Question			
			world	nd presen s to explo rience.			Wh	at happe	ens when	theatre artis experie	ts and audience s ence?	share a creative		
	Exposure Exploration							nrichme	nt	Exc	cellence	Entrepreneurship		
							Indicators							
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
inform drama	I:P-2:1: Share an informal informal, guided drama/theatrical work based on known story.					based atrical	rehearse and scri work for engage reflectio		trical nce and	I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and practices grounded in the creative collaboration of the director, designer(s), actor and dramaturg, for a formal audience and engage in shared reflections.				
E:P-2:2 others theatr	on a g	-	e with		Collabora n a guide al work.		E:6-8:1: managir	pectation Collabora ng goals a a theatric ion.	ite while nd time	E:9-12:1: Collaborate while managing goals and time to craft a theatrical production.				
play/d	E:P-2:2: Present a E:3-5:2: Present a play fo olay/drama for an an informal audience.					• •		Produce a udience.	a play	E:9-12:2: Produce a play for an audience.				
inform inform	E:P-2:3: Interact with an nformal audience in an audience in an informal reflection activity.					formal	E:6-8:3: Interact with the audience in a formal reflection activity.			E:9-12:3: Interact with the audience in a formal reflection activity.				
	E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.					reflectio work an	Present a on on a the id one's or ution to th nance.	eatrical wn	E:9-12:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.					



							Т	heatre	9					
		,	Artistic	Process						Anchor St	andard 7			
			Respo	onding					Perce	eive and anal	yze artistic work.			
		Endu	ring Ui	nderstand	ding					Essential	Question			
				o underst nd theatr			How d	o theatre	e artists c	omprehend t theatre exp		ama processes and		
	Ехрс	sure		E	xploratio	n	E	nrichmei	nt	Exc	cellence	Entrepreneurship		
									;					
РК	к	1	2	3	4	5	5 6 7 8 HS HS Advanced Advanced							
and s artist perso react	I:P-2:1: With prompting and support, identifyI:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.experience.experience.						analyze artistic o applying	I:6-8:1: Identify and analyze the effect of artistic choices by a theatrical experience.I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze an choices and intent.						
							Ex	pectatio	n					
artist in a t	E:P-2:1: Identify when artistic choices are made in a theatrical experience. E:3-5:1: Identify where artistic choices are made and analyze why they were made.							E:6-8:1: Effectively justify and articulate the artistic choices in various theatrical works.			E:9-12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.			
aesth artist	E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience.E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.						to evalu effective choices	Use given ate the eness of a in various al works.	rtistic	E:9-12:2: Reason and communicate effectively the use of societal and theatrical conventions in conveying meaning.				



								THEA	TRE								
			,	Artistic	Process					,	Anchor Stan	dard 8					
				Respo	Inding				Inte	rnret inte	nt and mear	ning in artistic w	vork				
			Endu	-	derstand	ng			inte	-	Essential Qu		UTK .				
<b></b>		<b>t</b> -1	-+/:		-+:	- 											
					ations of ersonal e			HOW	can the sa		different pe	iunicate differei onle?	nt messages to				
••••		C 1111	lucite		etics.	xperience	.5 0110					opic.					
	E۶	kpos	ure			Exploration	1		Enrichmen	t	Exc	cellence	Entrepreneurship				
	1							Indico	ators								
РК	к		1	2	3	4	5	6	7	8	HS	HS	HS Advanced				
											Proficient	Accomplished					
I:P-2:1		•			I:3-5:1: Id				xplore how			evelop and justify					
	onnections to the feelings, eactions, and dramatic reactions to various types ar							•	al aestheti oint of view		aesthetics a	and artistic point of	of view.				
	ircumstances of a character. styles of theatrical							artistic ch									
	experiences.																
I:P-2:2		•				lentify hov			plore vario		I:9-12:2: Id	entify and make a	esthetic opinions				
suppor is defir						, and plot	define		lling in thea d identify ar		on a theatrical work using personal experience						
charac	teristic	cs, dia	alogue,	and	artistic in	tent.			playwriting		and knowledge of an artist's intent and style.						
prop/c	ostum	e des	ign cho	vices.				productio	n.								
I:P-2:3						xplore vari			lentify pers		ize various personal aesthetics						
respo chara			ous		•	choices in er for a th	•		s through tion in a th	oatrical		l artistic point of view to critique, refine, and duce a theatrical work.					
drama			al		experien		eatrical	work.		eatrical	produce a t	ineatrical work.					
exper	ience.				•												
								Expect									
E:P-2: and in						Effectively act with of			Communica ers how per	-		ork independent ffective relationsl					
comp						personal f			noices are i			esthetics and artis					
about	chara	acter	and p	lot in	-	aracter and	-	by persor	nal aesthet	ics.	theatrical w	vork.					
a guid			/theat	rical	various t												
experi E:P-2:2			rate wi	th	experien	ces. Reason effe	octively	E:6-8:2: Re	esearch infor	mation on	F·9-12·2· R	eason effectively	to identify and				
others						e the relat		various art	ists' lives an	d personal		artists' choices a					
		•	f chara	cters		an artist's			and commu how they in		within a the	eatrical work.					
	vithin a given and artistic choices. Irama/theatrical experience.								ic choices.	ionneu							
E:P-2:3	E:P-2:3: Work collaboratively E:3-5:3: Work							E:6-8:3: \	Vhile worki	ng in a	F:9-12·3· In	teract effectively	with others to				
and us	se pers	sonal	laesth	'		lently to cr	eate a	diverse gr	oup, effecti	vely		the various artisti					
to resp drama				iences.	characte	for a scer	ie.	communicate and integrate various personal aesthetics to				tics of the group t	o enhance a				
uraiild	, tried	uncd	елрег	iences.					a theatrical		theatrical v	/ork.					
F·P-2·	E:P-2:4: Engage E:3-5:4: Engage							E:6-8:4: E	ngage		E:9-12:4: Engage appropriately as an audience						
	ppropriately as an appropriately as an							E:6-8:4: Engage E:9-12:4: Engage appropriately as an audie appropriately as an audience participant in formal/informal settings.									
					audience	participar	it in	participa	nt in								
forma	idience participant in audience participant in rmal/informal settings formal/informal settings.							formal/in	formal set	tings.		formal/informal settings.					



							TH	EATRE						
			Artistic	Process						Anchor Sto	andard 9			
			Respc	onding					Apply ci	riteria to eva	luate artistic wo	ork.		
		Endı	iring Ur	derstand	ling					Essential (	Question			
					o investig theatre v		Howa	are the th			s' processes and the audience's perspectives d by analysis and synthesis?			
	Expo	osure		E	xploratio	n	E	nrichmei	nt	Exc	cellence	Entrepreneurship		
							In	dicators						
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
define	:P-2:1: Describe and define a character in a theatrical production.     I:3-5:1: Develop and implement a plan to asse text and performance elements in a theatrical work.						theatrica	Respond t al work us evidence a riteria.	ing		age, style and stru	  tural contexts and the icture to analyze a		
prop o define	or costu e a char	ribe hov ume hel racter ir oduction	ps to a	technica	nvestigate I element: nting then	s assist	aestheti producti	Describe h c choices i on eleme neme in a al work.	n		ognize and analy: ons of the same th	ze varied aesthetic neatrical work.		
chara	cters re cts in a	cribe ho espond t theatrie	to	characte and choi	Recognize er's circum ices impac e's perspe al work.	stances t an	intendeo theatrica	dentify hc d purpose al work ap c audience	of a peals to		ate impactful con k and contempora	nections between a ary issues.		
							Exp	ectation	5					
to app	EP-2:1: Work with others E:3-5:1: Work of apply given criteria to a with others t evaluation cr					nulate	analysis	Apply star criteria to al product	а	E:9-12:1: Access information on various criteria used to investigate and explore a theatrical work.				
comm choice	:P-2:2: Identify and E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical theatrical work.					n Jue	E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it.			E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.				
effect and di	E:P-2:3: Interact E:3-5:3: Interact and discuss a character's analyze a trole in the story.				laudience	and	E:6-8:3: Evaluate an effect a theatrical event has on an audience.			E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.				



						TH	EATRE						
		Artistic	Process						Anchor Sta	ndard 10			
		Conn	ecting			Synth	esize and	relate kr	nowledge and	l personal experi	ences to make art		
	Endu	ıring Ur	nderstand	ling					Essential C	Question			
interrel	ationshi	ips betv	low awar veen self Iform the	and othe	ers to			rough cr		ess, social respor	ding between self sibility, and the		
Exp	osure		E	xploratio	n	E	nrichmer	nt	Exc	ellence	Entrepreneurship		
						In	dicators						
PK K 1 2 3 4 5 6 7 8 HS Accomplished										HS Advanced			
personal ex relates to a experience	I:P-2:1: Explore how       I:3-5:1: Explore how         personal experience       theatre can connect         relates to a character's       oneself to a community or         experience in guided       culture.						nvestigate nity issue t perspectiv al work.	hrough	I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.				
						Ехр	Expectations						
E:P-2:1: Cre theatrical e based on th community individual.	xperience le idea of	e	theatrica work to	Present a o al issue-ba a formal o audience.	sed r	commur collabora	Research a nity issue a ate with of theatrical	nd thers to	E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.				
effectively and share h	E:P-2:2: Interact E:F-2:2: Interact effectively with others and share how personal and character experiences relate. E:3-5:2: Interact with the audience in a formal or informal response activity						E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.			E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.			
							E:6-8:3: Lead others and interact with the audience in a formal or informal response activity.			E:9-12:3: Lead and interact with the audience in a formal or informal response activity.			
							E:6-8:4: Create a self- reflective review. E:9-12:4: Create a self-reflective review.						



							THEA	TRF					
		4	Artistic	Process					A	nchor Stand	dard 11		
			Conne				Rela	te artistic	context	to deepen ι	societal, cultural, Inderstanding	and historical	
		Endu	ring Un	derstandi	ng					Essential Qu	estion		
	tive pro	cesses an	d artisti	and can co c inspiratio nay be und	ns as they		th	e theatric	al art form		/ay a theatrical p	If, the world, and production is	
	Exp	osure			Exploratio	n		Enrichmen	t	Excellence Entrepreneurship			
	К К 1 2 3 4 5						Indica	tors					
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
betwe	P-2:1: Identify similarities between theatrical works rom various cultures. I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical wo from another culture.						productio story/play difference	esearch vari ns of the sar to determines and simila d interpreta	ne ne rities in	cross-cultu	istify artistic choid ral theatrical worl ing diverse resea	k based on critical	
suppor cultura	rt use a l al artifac l drama/	prompting historical d t to devise (theatrical	or e a	historica	dentify an I source m a theatrica	aterial to		Jse historio to craft a f		I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical and cultural understanding of story, theme, and theatrical conventions.			
relatio		ibe the of theatre ojects in se		relationsl dance, m	escribe the nips of thea usic, the vi ts, and oth s.	atre to sual arts,	relationsl dance, m	escribe the hips of thea usic, visual ts, and othe s.	tre to arts,	among thea	escribe influences atre, dance, music her disciplines, ci	c, visual arts, media	
							Expecto	ations					
compa	are and	guidance contrast rical work			Compare a various th		evaluate	Research an various pro the same s neme.	ductions	E:9-12:1: Work independently to synthesize personal, cultural and historical views into compelling artistic choices.			
persor	nal resp	nunicate onses to rical work	-	criteria r	Using devi espond to es to vario Il works.	personal	specific I	Use discipl iteracy to o licate perso cs.	clearly	E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.			
inform refine	ation to a self-de based on	researche develop a evised the a provide	and atrical	informati refine a s	opply resea on to deve elf-written ed on a his aterial.	lop and theatrical	storytellin explore ar	pply innovat g technique nd expand ci themes in a	s to ultural and	techniques	pply innovative st to explore and explore and explore and explore and explore and explore and the explore and	pand cultural and	
E:P-2:4 suppo	E:P-2:4: With guidance and support present a self- devised theatrical work.					ersonal	innovative	l/nontraditi		E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.			
contra for cre from c	E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places. E:3-5:5: Analyz how art is used change beliefs, and/or behavio individual or soc					inform or ues, of an	E:6-8:5: response by under and place created, t	Analyze how to art is inf standing th in which it the artist's s, and cultu	iluenced e time was available	E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.			



# Theatre Standards Grades P-2 Anchor Standard 1

#### Generate and conceptualize artistic ideas and work.

Artistic Process Creating Enduring Understanding Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Questions What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

РК	К	1	2
	Developmental	Level: Exposure	

#### Indicators

I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience. I:P-2:2: Propose details to setting, costume, and properties in a guided original drama/theatrical

#### experience.

Expectations

E:P-2:1: Think creatively and communicate clearly ideas to advance the plot of a drama/theatrical experience.

E:P-2:2: Collaborate with others to conceptualize settings, costumes, and properties for a guided drama/theatrical experience.

E:P-2:3: Think creatively and implement ideas on how to define a character with voice and body. E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.



Organize and develop artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists work to discover different ways of communicating

*Essential Question* How, when, and why do theatre

artists' choices change?

PK

Developmental Level: Exposure

#### Indicators

I:P-2:1: Explore and develop dialogue, sequential plot and defined characters in a guided drama/theatrical experience.

I:P-2:2: With prompting and support, assume and offer ideas for specific roles of a theatrical design team.

Expectations

E:P-2:1: Work collaboratively with others to develop creative ideas concerning plot and characters in a guided drama/theatrical experience.

E:P-2:2: Use developed information about the world of the play/story to enhance artistic choices in the guided devised drama/theatrical experience.

E:P-2:3: Be flexible and think creatively while being part of a theatrical design team.

E:P-2:4: Collaborate with others and work effectively in a diverse team to develop a guided drama/theatrical experience.

E:P-2:5: With guidance and support use available technology to enhance artistic choices in a guided drama/theatrical experience.



Refine and complete artistic work.

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal

**Essential Question** 

How do theatre artists transform and edit their original ideas?

Р

Developmental Level: Exposure

#### Indicators

I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience.

I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.

I:P-2:3: With prompting and support discover various solutions to a single technical element.

Expectations

E:P-2:1: Reason effectively and work creatively with others to make artistic decisions about plot and dialogue.

E:P-2:2: Make decisions on artistic choices in staging.

E:P-2:3: Produce design elements for a guided drama/theatrical experience.

E:P-2:4: With guidance and support use available technology to refine technical designs.

E:P-2:5: Perform a guided devised drama/theatrical work for an informal audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process Presenting Enduring Understanding Theatre artists make strong choices to effectively convey meaning

*Essential Question* Why are strong choices essential

to interpreting a drama or theatre piece

PK

Developmental Level: Exposure

### Indicators

I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.

I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.

Expectations

E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.

E:P-2:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance.

E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation

Artistic Process Presenting **Enduring Understanding** Theatre artists develop personal processes and skills for a performance or design *Essential Question* What can I do to fully prepare a performance or technical

design?

PK

Developmental Level: Exposure

### Indicators

I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story.I:P-2:2: Create simple technical elements in a guided drama/theatrical experience to enhance a guided theatrical experience based on a known story.

Expectations

E:P-2:1: Use acting exercises to inspire creativity in a guided drama/theatre experience based on a known story.

E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.

E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.

E:P-2:4: Participate in theatrically based warm-ups.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Unders	standing	Essential Question
Presenting	Theatre artists share stories, ideas, and worlds to explore t experienc	envisioned the human	What happens when theatre artists and audience share a creative experience?
РК	К	1	2
	Developmental Lev		

Developmental Level: Exposure

Indicators

I:P-2:1: Share an informal, guided drama/theatrical work based on known story.

Expectations

E:P-2:1: Collaborate with others on a guided theatrical work. E:P-2:2: Present a play/drama for an informal audience.

E:P-2:3: Interact with an informal audience in an informal reflection activity.



Perceive and analyze artistic work.

	,	
Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists reflect to	How do theatre artists
	understand the impact of drama	comprehend the essence of
	processes and theatre	drama processes and theatre
	experiences	experiences?
РК	К 1	2

Developmental Level: Exposure

#### Indicators

I:P-2:1: With prompting and support, identify artistic choices and personal aesthetic reactions to a theatrical experience.

Expectations

E:P-2:1: Identify when artistic choices are made in a theatrical experience.

E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understan	ding	Essential Question
Responding	Theatre artists' interpret	ations of	How can the same work of art
	drama/theatre work are		communicate different messages
	influenced by personal		to different people?
	experiences and aesth	netics.	
РК	К		2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Make personal connections to the feelings, reactions, and dramatic circumstances of a character.

I:P-2:2: With prompting and support, analyze how character is defined through physical characteristics, dialogue, and prop/costume design choices.

I:P-2:3: Identify and respond to various characters in a drama/theatrical experience.

Expectations

E:P-2:1: Effectively reason and interact with others to compare personal feelings about character and plot in a guided drama/theatrical experience.

E:P-2:2: Collaborate with others to create an understanding of characters within a given drama/theatrical experience.

E:P-2:3: Work collaboratively and use personal aesthetics to respond to various drama/theatrical experiences.

E:P-2:4: Engage appropriately as an audience participant in formal/informal settings



Apply criteria to evaluate artistic work.

Artistic Process Responding	<i>Enduring Understan</i> Theatre artists apply cri investigate, explore, and drama and theatre w	teria to d assess	<i>Essential Question</i> How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?
РК	К		2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Describe and define a character in a theatrical production.

I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.

I:P-2:3: Describe how characters respond to conflicts in a theatrical production.

Expectations

E:P-2:1: Work with others to apply given criteria to a theatrical work.

E:P-2:2: Identify and communicate technical choices in a theatrical production.

E:P-2:3: Interact effectively with a group and discuss a character's role in the story.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process		
Connecting		

# Enduring Understanding

Theatre artists allow awareness of

interrelationships between self

and others to influence and

inform their work

#### **Essential Question**

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

		••••	
РК	К		2
	Developmental	Level: Exposure	

#### Indicators

I:P-2:1: Explore how personal experience relates to a character's experience in guided theatrical

experience.

Expectation

E:P-2:1: Create a devised theatrical experience based on the idea of community and the individual. E:P-2:2: Interact effectively with others and share how personal and character experiences relate.



Relate artistic ideas and works with societal, cultural, and historical context to

	deepen und	derstanding.	
Artistic Process	Enduring Un	derstanding	Essential Question
Connecting	Theatre artists u	understand and	In what ways does a theatre
	can communica	te their creative	artist's understanding of self, the
	processes and ar as they analyze th may be un	ne way the world	world, and the theatrical art form affect the way a theatrical production is understood.
РК	К	1	2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Identify similarities between theatrical works from various cultures.

I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.

I:P-2:3: Describe the relationships of theatre to other arts subjects in school.

Expectations

E:P-2:1: With guidance, compare and contrast various theatrical works.

E:P-2:2: Communicate clearly personal responses to various theatrical works.

E:P-2:3: Apply researched information to develop and refine a self-devised theatrical work based on a provided artifact.

E:P-2:4: With guidance and support present a self-devised theatrical work.

E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places.



# Theatre Standards Grades 3-5

# Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists rely on intuition, curiosity, and critical inquiry.

#### **Essential Questions**

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

}

Developmental Level: Exploration

#### Indicators

I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.

I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.

I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.

Expectations

E:3-5:1: Synthesize ideas and collaborate with others to create interesting plot and characters for an original guided drama/theatrical experience.

E:3-5:2: Work creatively and collaborate with others to create and conceptualize settings, costumes, and properties for a guided drama/theatrical experience.

E:3-5:3: Work independently to create a basic character analyses.

E:3-5:4: Think creatively and be flexible in rehearsing, and producing an original drama/theatrical experience.



Organize and develop artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists work to discover different ways of communicating

*Essential Question* How, when, and why do theatre

artists' choices change?

4

Developmental Level: Exploration

### Indicators

I:3-5:1: Through collective inquiry, advance original ideas of plot in a drama/theatrical work using a character's given circumstances, objective, and inner thoughts.

I:3-5:2: With prompting and support, assume defined responsibilities of a theatrical team and create a design for a devised drama/theatrical experience.

Expectations

E:3-5:1: Work creatively and collaborate with others to analyze and advance original ideas.

E:3-5:2: Research information about the world of the story and use it creatively to enhance the devised drama/theatrical experience.

E:3-5:3: Work effectively with a diverse team being flexible with others in order to incorporate various artistic ideas in a devised drama/theatrical experience.

E:3-5:4: Collaborate with others and work effectively in a diverse team to enhance a devised drama/theatrical experience.

E:3-5:5: Use available technology to enhance artistic choices in a devised drama/theatrical experience.



Refine and complete artistic work

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

nears

# Developmental Level: Exploration

#### Indicators

I:3-5:1: Explore and refine various artistic choices to enhance character, dialogue, and plot in a devised theatrical experience.

1:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised theatrical experience.1:3-5:3: Create innovative solutions to design and technical problems that arise in rehearsal for a devised theatrical experience.

#### Expectations

E:3-5:1: Reason effectively while comparing artistic choices in a devised drama/theatrical experience. E:3-5:2: Collaborate with others to reimagine staging choices in a timely manner.

E:3-5:3: Reflect and critique on technical artistic choices and implement innovated ideas to refine choices to better reveal theme.

E:3-5:4: Use available technology to refine technical designs.

E:3-5:5: Perform a devised/adapted theatrical experience for an informal audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process Presenting

Enduring Understanding Theatre artists make strong choices to effectively convey meaning

**Essential Question** Why are strong choices essential

to interpreting a drama or theatre piece

**Developmental Level: Exploration** 

I:3-5:1: Develop and apply various artistic choices to enhance dramatic moments in a theatre work. I:3-5:2: Expand on artistic physical and vocal choices to create a convincing character for a scripted

performance.

E:3-5:1: Reason effectively to understand what makes a play worth performing.

E:3-5:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical performance.

E:3-5:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character in a scripted performance.



Develop and refine artistic work for presentation.

Artistic Process Presenting **Enduring Understanding** Theatre artists develop personal processes and skills for a performance or design Essential Question

What can I do to fully prepare a performance or technical design?

# 3

Developmental Level: Exploration

### Indicators

I:3-5:1: Integrate techniques of imagination, movement, and vocal exercises in a scripted theatrical experience.

I:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work.

Expectations

E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical experience. E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.

E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work. E:3-5:4: Participate in progressively more involved warm-ups.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audience share a creative experience?
3	4	5

**Developmental Level: Exploration** 

#### Indicators

I:3-5:1: Share an informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.

Expectations

E:3-5:1: Collaborate with others on a guided theatrical work.

E:3-5:2: Present a play for an informal audience.

E:3-5:3: Interact with the audience in an informal reflection activity.

E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.



Perceive and analyze artistic work.

	1	
Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists reflect to	How do theatre artists
	understand the impact of drama	comprehend the essence of
	processes and theatre	drama processes and theatre
	experiences	experiences?
3	4	5
	Developmental Level, Fundametica	

#### **Developmental Level: Exploration**

Indicators

I:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.

E:3-5:1: Identify where artistic choices are made and analyze why they were made.

E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?
	experiences and destricties:	
3	4	5

**Developmental Level: Exploration** 

#### Indicators

I:3-5:1: Identify and communicate personal reactions to various types and styles of theatrical experiences.

I:3-5:2: Identify how setting, character, and plot define artistic intent.

I:3-5:3: Explore various personal choices in creating a character for a theatrical experience.

Expectation

E:3-5:1: Effectively reason and interact with others to compare personal feelings about character and plot in various theatrical experiences.

E:3-5:2: Reason effectively to explore the relationship between an artist's intent and artistic choices. E:3-5:3: Work independently to create a character for a scene.

E:3-5:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process	
Responding	

*Enduring Understanding* Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

#### **Essential Question**

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

#### Indicators

I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work. I:3-5:2: Investigate how technical elements assist in presenting theme.

I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a

theatrical work.

Expectations

E:3-5:1: Work creatively with others to formulate evaluation criteria.

E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical work. E:3-5:3: Interact with an informal audience and analyze a theatrical work.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

# Enduring Understanding

#### **Essential Question**

Connecting

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

**Developmental Level: Exploration** 

I:3-5:1: Explore how theatre can connect oneself to a community or culture.

E:3-5:1: Present a devised theatrical issue-based work to a formal or informal audience. E:3-5:2: Interact with the audience in a formal or informal response activity.



Relate artistic ideas and works with societal, cultural, and historical context to

	deepen understanding.	
Artistic Process	Enduring Understanding	Essential Question
Connecting	Theatre artists understand and	In what ways does a theatre
	can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.	artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.
3		5

**Developmental Level: Exploration** 

#### Indicators

I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.

I:3-5:2: Identify and use historical source material to develop a theatrical work.

I:3-5:3: Describe the relationships of theatre to dance, music, the visual arts, media arts and other disciplines.

#### Expectations

E:3-5:1: Compare and contrast various theatrical works.

E:3-5:2: Using devised criteria respond to personal responses to various theatrical works. E:3-5:3: Apply researched information to develop and refine a self-written theatrical work based on a historical source material.

E:3-5:4: Devise a personal theatrical work.

E:3-5:5: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.



### Theatre Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists rely on intuition, curiosity, and critical inquiry.

#### **Essential Questions**

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

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Developmental Level: Enrichment

#### Indicators

I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.

I:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.

I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.

Expectations

E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.

E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.

E:6-8:3: Work independently to develop a character for an original theatrical work.

E:6-8:4: Think creatively and be flexible in rehearsing and producing an original theatrical work.



Organize and develop artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists work to discover different ways of communicating

*Essential Question* How, when, and why do theatre

artists' choices change?

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Explore, and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.

I:6-8:2: Share leadership and execute responsibilities of a design team, and collaborate to incorporate various ideas in a theatrical work.

Expectations

E:6-8:1: Research and employ playwriting techniques and evaluate artistic choices in a devised/adapted theatrical production.

E:6-8:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.

E:6-8:3: Manage a design project by sharing leadership and working effectively with others to think critically about design choices and solutions.

E:6-8:4: Be responsible to others and work effectively in a diverse team to enhance a devised/adapted theatrical production.

E:6-8:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.



Refine and complete artistic work.

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

#### Developmental Level: Enrichment

#### Indicators

I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.

I:6-8:2: Explore various staging ideas throughout the rehearsal process of a devised /adapted theatrical work for performance.

I:6-8:3: Implement and refine a planned technical design using available technology during the rehearsal process for devised/adapted theatrical work for performance.

Expectations

E:6-8:1: Apply performance criteria to evaluate artistic choices in a theatrical production. E:6-8:2: Manage time and rehearse effectively and efficiently.

E:6-8:3: Make decisions on technical artistic choices and implement innovated ideas to refine them. E:6-8:4: Use available technology to refine technical designs.

E:6-8:5: Produce a devised/adapted theatrical production for an audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process Presenting *Enduring Understanding* Theatre artists make strong choices to effectively convey meaning

Essential Question

Why are strong choices essential to interpreting a drama or theatre piece

6

Developmental Level: Enrichment

### Indicators

I:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.

I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.

Expectations

E:6-8:1: Apply provided criteria to make decisions on a script's selection for performance.

E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production

E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation.

Artistic Process Presenting **Enduring Understanding** Theatre artists develop personal processes and skills for a performance or design *Essential Question* What can I do to fully prepare a

performance or technical

design?

6

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Participate in a variety of acting exercises, and transfer techniques to a rehearsal and performance of a scripted theatrical work.

I:6-8:2: Explore a variety of technical techniques to create a design for a formal or informal, scripted theatrical production.

Expectations

E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.

E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.

E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.

E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audience share a creative experience?
6	7	8
	Developmental Level: Enrichment	

the Products

I:6-8:1: Present a rehearsed, theme-based, and scripted theatrical work for an audience and engage in shared reflections.

Expectations

E:6-8:1: Collaborate while managing goals and time to craft a theatrical production.

E:6-8:2: Produce a play for an audience.

E:6-8:3: Interact with the audience in a formal reflection activity.

E:6-8:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.



Perceive and analyze artistic work.

	1	
Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists reflect to	How do theatre artists
	understand the impact of drama	comprehend the essence of
	processes and theatre	drama processes and theatre
	experiences	experiences?
6	7	8
	Developmental Level: Enrichment	

#### Indicators

I:6-8:1: Identify and analyze the effect of artistic choices by applying given criteria to a theatrical experience.

Expectations

E:6-8:1: Effectively justify and articulate the artistic choices in various theatrical works.

E:6-8:2: Use given criteria to evaluate the effectiveness of artistic choices in various theatrical works.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?
6	7	8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices.

I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.

I:6-8:3: Identify personal aesthetics through participation in a theatrical work.

Expectation

E:6-8:1: Communicate clearly with others how personal artistic choices are informed by personal aesthetics.

E:6-8:2: Research information on various artists' lives and personal aesthetics and communicate effectively how they informed their artistic choices.

E:6-8:3: While working in a diverse group, effectively communicate and integrate various personal aesthetics to enhance a theatrical work.

E:6-8:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process	
Responding	

*Enduring Understanding* Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

#### **Essential Question**

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Respond to theatrical work using specific evidence and artistic criteria.

I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work. I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.

Expectations

E:6-8:1: Apply standard analysis criteria to a theatrical production.

E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it. E:6-8:3: Evaluate an effect a theatrical event has on an audience.



Synthesize and relate knowledge and personal experiences to make art.

of interrelationships between self

and others to influence and

inform their work

Artistic Process Connecting Enduring Understanding Theatre artists allow awareness

### **Essential Question**

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Developmental Level: Enrie	chment

#### Indicators

I:6-8:1: Investigate a community issue through multiple perspectives in a theatrical work.

Expectation

E:6-8:1: Research a community issue and collaborate with others to devise a theatrical work.E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.

E:6-8:3: Lead others and interact with the audience in a formal or informal response activity. E:6-8:4: Create a self-reflective review.



Relate artistic ideas and works with societal, cultural, and historical context to

	deepen understanding.	
Artistic Process	Enduring Understanding	Essential Question
Connecting	Theatre artists understand and	In what ways does a theatre
	can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.	artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.
6	7	8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.

I:6-8:2: Use historical source material to craft a theatrical work.

I:6-8:3: Describe the relationships of theatre to dance, music, visual arts, media arts, and other disciplines.

#### Expectations

E:6-8:1: Research and evaluate various productions based on the same story and/or theme. E:6-8:2: Use discipline-specific literacy to clearly communicate personal aesthetics.

E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.

E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.



### Theatre Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists rely on intuition, curiosity, and critical inquiry.

#### **Essential Questions**

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

_			• •
	Excellence		Entrepreneurship
	High School Proficient	High School Accomplished	High School Advanced
		Indicators	

#### Indicators

I:9-12:1: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.

I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.

I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.

#### Expectations

E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.

E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.

E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions, and personal experiences to develop a theatrical work.

E:9-12:4: Think creatively and be flexible in rehearsing, designing, and producing an original theatrical work.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Theatre artists work to discover different ways of communicating	How, when, and why do theatre artists' choices change?
Exce	llence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
<ul> <li>I:9-12:1: Utilize critical analysis, historical and cultural contexts, and learned theatrical conventions to collectively develop original artistic choices to clarify thematic meaning.</li> <li>I:9-12:2: Collaborate as a creative team with defined responsibilities to discover artistic solutions and make interpretive choices in a devised theatrical work.</li> </ul>		
Expectations		
E:9-12:1: Utilize script analysis and playwriting techniques and evaluate personal artistic choices in a devised/adapted theatrical production.		
<ul> <li>E:9-12:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.</li> <li>E:9-12:3: Use technical theatre knowledge and collaborate to explore how each element of technical theatre interacts to enhance storytelling and theme.</li> <li>E:9-12:4: Be responsible with others and work effectively in a diverse team to enhance a devised/adapted theatrical production.</li> <li>E:9-12:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.</li> </ul>		

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Refine and complete artistic work.

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

		renearsar		
	Exce	ellence	Entrepreneurship	
High School Pr	oficient	High School Accomplished	High School Advanced	

### Indicators

I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions, and production analyses to refine a devised/adapted theatrical work for performance.

I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for performance.

I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.

#### Expectations

E:9-12:1: Utilize information on theatrical traditions and conventions and evaluate artistic choices in a theatrical production.

E:9-12:2: Manage time to accomplish artistic goals effectively and efficiently in a theatrical production.

E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production.

E:9-12:4: Use available technology to refine and create technical designs.

E:9-12:5: Produce a devised/adapted theatrical production for an audience.



Analyze, interpret, and select artistic work for presentation.		
Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists make strong choices to effectively convey	Why are strong choices essential to interpreting a drama or
	meaning	theatre piece
Excel	lence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work.		
I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.		
	Exportations	

Expectations

E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.

E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.

E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation.

Artistic Process Presenting	<b>Enduring Understanding</b> Theatre artists develop personal processes and skills for a performance or design	<i>Essential Question</i> What can I do to fully prepare a performance or technical design?
Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
<ul> <li>I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work.</li> <li>I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.</li> </ul>		
Expectations		
E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.		
E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work. E:9-12:3: Apply technology and implement innovative solutions to enhance a scripted theatrical		

#### production.

E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.



Convey mear	ning through the presentation o	of artistic work.
Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audience share a creative experience?
Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Present a scripted t	heatrical production that applies theat	rical knowledge, principles and
practices grounded in the creat	tive collaboration of the director, design	ner(s), actor, and dramaturg for a
form	al audience and engage in shared refle	ctions.
	Expectations	

E:9-12:1: Collaborate while managing goals and time to craft a theatrical production. E:9-12:2: Produce a play for an audience.

E:9-12:3: Interact with the audience in a formal reflection activity.

E:9-12:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.



Perceive and analyze artistic work.

Artistic Process Responding	<i>Enduring Understanding</i> Theatre artists reflect to understand the impact of drama	<b>Essential Question</b> How do theatre artists comprehend the essence of
	processes and theatre experiences	drama processes and theatre experiences?
Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Apply historical and c	ultural context of societal and theatrica choices and intent.	al conventions to analyze artistic
	Expectations	
E:9-12:1: Effectively justify and	d articulate the use of societal, historica conveying meaning.	al, and theatrical conventions in

E:9-12:2: Reason and communicate effectively the use of societal and theatrical conventions in conveying meaning.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists' interpretations of	How can the same work of art
	drama/theatre work are	communicate different messages
	influenced by personal	to different people?
	experiences and aesthetics.	
Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Develop	and justify personal aesthetics and a	rtistic point of view.
I:9-12:2: Identify and make a	esthetic opinions on a theatrical work	using personal experience and
	knowledge of an artist's intent and sty	/le.
I:9-12:3: Synthesize various pers	sonal aesthetics and artistic point of vi	ew to critique, refine, and produce
	a theatrical work.	
	Expectations	
E:9-12:1: Work independen	ntly to reason and create an effective r	elationship between personal
aesth	etics and artistic choices for a theatric	al work.
E:9-12:2: Reason effectively to i	dentify and critique the artists' choice	s and aesthetics within a theatrical
	work.	
•	th others to synthesize the various art	-
C	of the group to enhance a theatrical w	ork.
E·O 12·A· Engago appro	priatoly as an audionso participant in	formal/informal cottings

E:9-12:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process Responding *Enduring Understanding* Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

#### **Essential Question**

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis? Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

#### Indicators

I:9-12:1: Use historical and cultural contexts and the play's language, style, and structure to analyze a theatrical work.

I:9-12:2: Recognize and analyze varied aesthetic interpretations of the same theatrical work.

I:9-12:3: Create impactful connections between a theatre work and contemporary issues.

Expectations

E:9-12:1: Access information on various criteria used to investigate and explore a theatrical work. E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.

E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.



Synthesize and re	elate knowledge and personal explanation and personal explanation of the second s	periences to make art.
Artistic Process	Enduring Understanding	Essential Question
Connecting	Theatre artists allow awareness of interrelationships between self and others to influence and inform their work	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.

Expectations

E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.
E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.
E:9-12:3: Lead and interact with the audience in a formal or informal response activity.
E:9-12:4: Create a self-reflective review.



Relate artistic ideas and works with societal, cultural, and historical context to

<i>Artistic Process</i> Connecting	deepen understanding. <i>Enduring Understanding</i> Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.	<i>Essential Question</i> In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.
	Excellence	Entrepreneurship

**High School Proficient** 

High School Accomplished

**High School Advanced** 

#### Indicators

I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.

I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical, and cultural understanding of story, theme, and theatrical conventions.

I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.

Expectations

E:9-12:1: Work independently to synthesize personal, cultural, and historical views into compelling artistic choices.

E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.

E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.

E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.



## **Glossary of Theatre Terminology**

### Available Technology

Computers and other personal devices, lighting systems, sound systems, set construction tools, and costume construction tools that are present in each school.

### Drama Experience

Creative drama not for audience.

### **Theatrical Experience**

Devised, adapted, or scripted presentation for an audience of peers.

### **Theatrical Production**

Theatrical production involving technical aspects and a formal audience.

### **Theatrical Work**

Theatrical presentation produced at the workshop level with an audience of peers or a formal audience.

### **Think Creatively**

Student-based ideas formed independently or presented in a brainstorming activity, new student-created ideas and concepts that expand given ideas and artistic choices and/or student-developed, unique solutions to artistic challenges.



# Visual Art Standards Grades P-12

### VISUAL ART

							VISU	AL AR						
		Artistic		;			Anchor Standard 1							
			ating				0	Generate	e and co		artistic ideas and	work.		
esser A inves	eativity a ntial life rtists an stigation	and inno skills th d desigr ns, follow oursuit o goa	ovative f at can b ners sha ving or l f creativ	hinking e devel pe artist breaking	oped. tic g with	thin How	Essential Question What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts of histories, and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?							
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
Exposure Exploration							En	richmei	nt	Exc	ellence	Entrepreneurship		
							Ind	icators						
self, ot	I:P-2:1: Think creatively about self, others, places, and events. I:2-5:1: Act on creative ideas to develop person meaningful compositions th observation, imagination, or memory.						evaluate manage through of art hi design.	Access, e, use an e informa out the o story and	tion context		on creative ideas w sen art problem.	vithin the context of a		
eleme	I:P-2:2: Experiment with design elements/principles such as; colors, line, and shapes.							I:6-8:2: Create collaborative meaningful compositions.			I:9-12:2: Utilize media at hand to experiment with process and skills exploring a broad range of ideas.			
comm	unicate a	se of idea bout self, and even	,											
							Ехре	ctation	;					
and co explore and inv	E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.					ie, i for	ideas and criteria guide the artistic			plans for ide design that o	sualize and hypothe as and directions fo can elevate the com cial change. Apply k I traditions.	or creating art or munity and		
brainst approa proble person	art-making.       E:P-2:2: Collaboratively       porainstorm multiple       approaches to an art or design       poroblem in order to explore       personal interests, questions,       and curiosities.			strate div ds of artis gation to an appro- king an	verse stic	stages o	Determi of the cre in tradit media.	ative	on a main/co breaking est of a series of	entral idea or conce	ns, plan the making sign based on a			
							teams to aspect of life usin contem	ely with o o investig of presen	gate an t day					



							VISU	JAL A	RT							
		Artistic	Process	;						Anchor Sta						
			ating					Org	anize an		istic ideas and wo	ork.				
A		during U			e					Essential Q						
		lesigners of materials				How do artists work? How do artists and designers learn from trial and error in a safe and healthy										
5110		t-making			, unu	110	environment?									
		esigners b					What responsibilities come with the freedom to create?									
and		reedom a									shape lives and co					
Pe		ping and o eate and i				HO	How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?									
		esign that														
	ar	d empow	er their l	ives.	1		-	-	-							
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced				
	Ext	osure	<u> </u>	Ex	ploratio	on	E	nrichm	ent		cellence	Entrepreneurship				
								dicators								
				1.3-5.1.	Develop	and	I:6-8:1	L: Evaluat	e							
	:P-2:1: Develop and experiment n the creation and design of							ts, places n to influe		I:9-12:1: Imp	lement innovations v	vith objects, places and				
	artworks.				creation and design of artworks.			c utilizati		freedom to design, develop and create artworks.						
								creating.								
					Investigat of ways th											
		creative ide	eas by	artists and designers develop ideas in response to personal			rs and techniques communicate clearly			I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or						
what y	ou see,	eel, know.									meaning of works of art.					
				meanin		onai	meaning									
												s of art and principles				
										of design to a	a global level of persp	oective.				
								ectatio								
				E:3-5:1:	Through	n guided		1: Demo tence an								
F:P-2:1	I: Experi	ment with	various	practice	e, experin	nent	intellectual risk taking			E:9-12:1: Explain the importance of balancing freedom						
materi	ials and t	ools to exp	lore	and develop skills in multiple art-making			through experimentation and			and responsibility in the use of various tools, materials,						
persor or des		sts in a wo	rk of art	method			innovation in order to			equipment and images in the creation and circulation of art.						
or ues	igii.			demons craftsm	strate qua	ality		op a varie	•	dit.						
				craitsm	ansnip.			and approact								
							E:6-8:	2: Explai	n the							
				F:3-5:2:	Identify		enviro and et	onmental thical	, social,							
		nstrate safe using and o			e and visu			ations of	using		eate works of art or d	esign that erial culture defines,				
		ment, and			nt places that are	and/or		us tools,	nmont			r empowers people's				
spaces					ally mean	ingful.		rials, equi nages to		lives.						
							and images to create works of art and									
							desigr E:6-8:	n. 3: Apply	visual							
E:P-2:3	3: Repur	ose object	s in an	F-3-5-2-	Manage		organ	izational		F-9-12-3- Apr	ly visual organization	nal strategies to create				
	itive way ents idea	to create a	art that		s through			gies to cr			and design that clear					
		emories, o	r the	use of			works of art and design that clearly			main/central idea. Manage projects within sketchbook/journal.						
-	nment.			sketchb	ook/jour	nais.	communicate									
							main/	central id	dea.							



							VISU	AL AF	RT						
			<b>Process</b> ating				Anchor Standard 3 Refine and complete artistic work.								
throu	sts and c ugh pract ecting or	tice and	s develo construng, and r		<i>Essential Question</i> What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?										
РК	PK K 1 2 3 4							5 6 7 8 HS HS Proficient Accomplished							
	Exposure Exploration							nrichme	ent	Exc	cellence	Entrepreneurship			
	Indicators														
create observa	I:P-2:1: Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.				Think ely to ate a var at artists rs develo n revising ng, and re veloping n	and op g, efining work.	creativ collab form a using critiqu analyz	: Think vely and oratively a set of c reflection te to des te, and in twork of thers.	riteria, n and cribe, iterpret	I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style, and purpose.					
				strategi	Use a va es to mo ne artwo	dify	ify I:9-12:2: Persistently collaborate to revis								
							Ехре	ctation	s						
share y describ	E:P-2:1: Use art vocabulary to share your personal work describing and summarizing process and artistic choices. E:3-5:1: Independentic collaborativel persistently co and refine art search of prog emerging mea						wheth artwo establ and co	E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning. E:9-12:1: Engage in constructive crit works of art and design while consid traditional, or contemporary criteria artistic vision.				onsidering relevant,			
	E:3-5:2: Use art vocabulary to cre an artist stateme that supports art decisions and meaning.						summ inform perso an art	2: Reflect narize im nation at nal artwo ist stater other for	portant bout bork in ment						



							VISU	AL AR	т							
		Prese	<b>Process</b> enting								tistic work for pre	esentation.				
	tists and		resente	rs consid			Essential Question How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for									
	ous techr teria wh					What criteria, methods, and processes are used to select work for preservation and presentation?										
curat	ing obje	cts, artif ation ar			ks for	Why do people value objects, artifacts, and artworks, and select then presentation?										
РК	K	1	2	3	4	5	6	7	8	HS HS HS Advar						
FK			2		ploratio		_	, nrichme		Proficient	Accomplished cellence	Entrepreneurship				
	Ехро	sure						licators	iit.	EX	Lelience	Entrepreneursnip				
decisio of art v	I:P-2:1: Make judgments and decisions to justify which works of art will be selected for presentation. I:P-2:1: Make judgments and decisions to just which works of express ideas a self, other peo places and eve will be meanin presentations.						evalua inforn identi reasou create	L: Access, ate and m nation to fy and cor ns why pe and utilia	mpare ople ze art.	determine f	provide social com	h others to ed the creation of art mentary in historical				
							comm cultur	2: Study the ion theme e, and cor works.	es,	I:9-12:2: Reflect on the values and beliefs of the society in which they were created.						
						I:6-8:3: Analyze         media/technology         that is used by       I:9-12:3: Act on creative ideas from different if         curators to care for         artworks and         presentation.						rom different times				
										curate and i	ork effectively with a ndependently presendently presenate explores a contenational source and the source of the s	ent a body of work				
							_	ctations								
saving	E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art.						contra techn chang artwo prese	1: Compa ast how ologies ha ged the wa ork is prese nted, and ienced.	ive iy	E:9-12:1: Analyze, evaluate, select and justify choices to present a body of artwork that explores curating artwork for a collection, exhibit, event, or portfolio.						
an exh	E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept. E:P-2:2: Categorize artwork for presentation. M judgments and decisions for appropriate mu and galleries for specific works.						roles respo curate the sk know prese maint prese	nsibilities or by expl tills and ledge nee	of a aining ded in d ects,	E:9-12:2: Student responsibility for the demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit, event, or portfolio.						



							VISU	AL AR	Т							
			ic Proce							Anchor Stand						
			senting				Deve	elop an			c for presentation	).				
•		during L				<i>Essential Question</i> What methods and processes are considered when preparing artwork for										
				ers consid thods incli		wr	hat method	is and p				ring artwork for				
				hen prepa		presentation or preservation? How does refining artwork affect its meaning to the viewer?										
				display an		What	What criteria are considered when selecting work for presentation, a portfolio,									
				to preserv		or a collection?										
			tect it.													
РК	К	1	2	3	3 4 5 6 7 8						HS Accomplished	HS Advanced				
	Exp	osure		Exp	oloratior	า	Enr	ichmen	t	Exc	cellence	Entrepreneurship				
	Indicators															
whe base pres		or		I:3-5:1: M and decis to critiqu based on presental preservat	ions effec e artwork criteria fo tion or tion. dapt to cl alyzing art criteria fo	ctively or hange twork	I:6-8:1: M and decis effectivel- implement technolog and refine based on presentat preservat	ions y when hting evo gies to de artwor criteria f ion or	olving evelop k	based on crit I:9-12:2: Wo experiences	analyze a work that					
				presentat preservat							hts and feelings.					
										with use of a	art vocabulary to de ual qualities perceiv	and problem solving scribe, analyze and ved and recorded in				
				F			Ехрес	tations	;							
art n dete tech adju	E:P-2:1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.E:3-5:1: Using I and responsible methods, prepa adjustments in presentation fo locations and for						E:6-8:1: 0 prepare a theme-ba that creat for the vie	nd prese sed artv es a nar	ent vork	E:9-12:1: Analyze and evaluate the reasons and ways an exhibition is presented.						
										E:9-12:2: Compare and contrast methods and criteria used for preserving and protecting art.						



							VISU	JAL AI	RT						
		Artistic	Process							Anchor Sta	ndard 6				
		Prese					Co	nvey m	eaning th		resentation of art	istic work.			
		uring Un					Essential Question								
				rks colle			What is an art museum?								
				ier by art communi		н	How does the presenting and sharing of objects, artifacts, and artworks								
				il, cultura		Ho	influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented								
				ting in th		110	w uo or				ind understandin				
		ing of a		0											
		underst	anding.						-						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
	Exposure Exploratio							nrichme	ent	Exc	ellence	Entrepreneurship			
							Inc	licators							
	I:3-5:1: Make														
	P-2:1: Through the analysis of rtworks and a variety of decisions to						· · · · · · · · · · · · · · · · · · ·								
	ks and a v s of inforn	•			decisions to determine ways in			to compare processes used to interpret and			I:9-12:1: Make judgments and decisions by				
	inicate cle	,	entify		which works of art			s ideas ii		accessing, ev variety of so		information from a			
	mpare rea				express ideas about			visual arts and other			urces.				
artists o	create and	d display	art.		ner people and even										
										I:9-12:2: Propose factors that influence artists and inspire artworks.					
											nmunicate clearly c	ultural values and			
											tic trends, and tech				
										influenced c	noices to present a	rtwork.			
								ectation							
E.D-3.1	: Explain	what a m	useum		: Explain ere differ		museu	1: Justify ums and	other	E-9-12-1- De	scribe the impact a	n exhibit or			
	shape id				s record	ent		s reflect			is on personal, awa				
experie	•	,		stories	and histo	ry of	belief	y, values,	, and		olitical beliefs and				
	life through a						comm								
					Compar		E:6-8:	2: Exami	ne why						
	P-2:2: Identify the roles and and contrast sponsibilities of people who museums and						and how an exhibition			E:9-12:2: Curate a grouping of objects, artifacts, or					
	nd visit m						or collection can be		art to impact the viewer's understanding of social,						
	r venues.			venues present ideas and provide			interpreted differently in varying venues.		cultural, and/or political experiences.						
				informa	ation.		in vary	ing venu							



							VISU		۲۲	_					
aware with app wor	Endu dividual eness de h art car reciation rld, and l imager	veloped lead to n of self, construe	inding derstand ic and e through unders others, others, cted envinces und	n <b>ding</b> mpathet h engage tanding a , the natu vironmer derstand	ment and ural nts.	Anchor Standard 7 Perceive and analyze artistic work. Essential Question How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?									
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
	Ехро	sure		Ex	ploratio	n	E	nrichme	ent	Exc	ellence	Entrepreneurship			
							Ind	licators							
I:P-2:1: Think creatively to identify and describe observed form.I:3-5:1: Analyz similarities and differences be the elements of observed formI:P-2:2: Communicate clearly ideas to supportI:3-5:2: Act on ideas to support						art in reative which	direct identi interp produ repres the pl of obs	2: Be self ed learno fy, descri ret and ce visual sentation hysical qu erved fo 2: Reason ively to	ers to be, is of ialities rm.	I:9-12:1: Analyze media used in reflecting on the on the completed work.					
artwork people imagine I:P-2:3: elemen of desig compos	I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.ideas to suppor artworks represents what people se know, feel, and imagine.I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that areI:3-5:3:Creatively design to develop compositions that are					y play ts of s of p at are	comm mean impac I:6-8:3 effect the ap eleme princi artisti	ret and unicate ing of the t of visua Reason ively to a oplication ints of ar oles of de c exemple	e al art. nalyze nof the t and esign in lars and	<ul> <li>I:9-12:2: Evaluate the choice and use of media, skills, and knowledge in solving the art problem.</li> <li>I:9-12:3: Communicate clearly appropriate art vocabulary to describe, analyze and interpret qualities of visual form evidenced in works of art globally.</li> </ul>					
	personally meaningful. personally meaningful. in our world.						perso	nal artwo	orks.		lement innovative g the role of design	responses describing and images in the			
							Ехре	ctation	s						
						visual nvey	a pers choice influe values	1: Expla on's arti es are nced by s, and the onment.	stic culture,	E:9-12:1: Hy influences p	ual imagery s human experience.				
contras natural	interpretations E:P-2:2: Compare and/or contrast characteristics of the natural world and constructed environments.						ways	2: Descr an image nce an nce.		E:9-12:2: Use historical and contemporary references to determine if an image effectively influences or represents a culture, time, or audience.					



							VISU	AL AR	T				
Artistic Process										Anchor Star			
Responding							Interpret intent and meaning in artistic work.						
De	Enduring Understanding People gain insights into meanings or							at is the		Essential Q		oriticiono J	
				process (			VVI				the process of art ' a work of art as t		
aitw			cism.	process	orait	Но	w does				ocabularies help u		
		Circi								interpret wor			
							Но	ow does			a to evaluate a wo	rk of art?	
							Ц	wican			t criteria vary?	aluation?	
			1				пс	ow is a p	ersonar	HS	fferent from an ev HS		
РК	к	1	2	3	4	5	6	7	8	Proficient	Accomplished	HS Advanced	
	Expo	sure		Ex	ploratio	n	E	nrichme	ent		cellence	Entrepreneurship	
								icators					
							-	: Analyze	9				
I-D 2-1.	: Analyze	modia d	lovolon		Analyze r and app			, develop					
	ply criteri		-		to persor		ally personally created					decisions exploring	
	d works a				works as					different criteria and multiple models for judging			
artwor	k of othe	rs.		as the a	rtwork of	f	artwork of others.			diverse works of art.			
				others.									
				1252	e	apply criteria to			e and	I:9-12:2: Access, evaluate, use, and manage a selected set of criteria to interpret how artists			
					Experime e elemen								
					principle						produce critiques that express personal ideas, thoughts and feelings and of others.		
				design.									
						implement varied							
							sets of criteria for						
						making effective aesthetic judgments.							
				1			Expe E:6-8:	ctation:	<b>`</b>				
								 oratively					
								ret and					
					E:3-5:1: Construct			construct meaning by					
				meanin the feel	ig by desc	ribing	descri	bing the f	eelings		2:1: Construct and justify meaningful retation of an artwork or collection of works		
	: Identify		matter		nced, the			enced, su	bject		y evidence through		
	scribe the				matter, t			r, formal			elings, subject matt		
charact	teristics o	of art.		formal	character	istics,	art-ma	teristics,	and	characteristics, art-making approaches, contextual			
					e art-maki	ng		aches, kei	v	information,	information, and key concepts.		
				approa	un.			pts, and					
							contextual						
							inform	nation.					
E:P-2:2	: Describ	e relevar	nt					2: Demo	nstrate	F-0 12 2			
subject	t matter a	and forma			: Interpre			edge of			alyze and compreh	end differing r collection of works	
	teristics t				n context	ual		nt-specif		100 C	how various interp		
	communicate feelings associated with a work of art.				information.			cy throug	h art	experiences of art and life.			
assould	iteu with		i di l.				criticism.						



							VISU								
Artistic Process Responding							<b>Anchor Standard 9</b> Apply criteria to evaluate artistic work.								
Enduring Understanding People evaluate art based on various criteria.							<i>Essential Question</i> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?								
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
	Expos	ure		E:	xploratio	n	E	nrichme	nt	Exc	cellence	Entrepreneurship			
							Indi	icators		•					
group ap evaluate	I:P-2:1: Think creatively and in a group applying elements of art to evaluate a body of artwork based on various criteria.					d with cisions k of art criteria	judgm decisio to a w	L: Make nents and ons to res ork of art rious crite	based	I:9-12:1: Analyze and evaluate artwork based on select criteria					
							eleme princip identif ways in artwor what w	2: Use the nts of art a bles of des y and com n which se rks represe viewers see nd imagine	ign to pare lected ent e, know,	I:9-12:2: Determine the value of unique combinations of formal criteria, purpose and expression of contemporary artists.					
											I:9-12:3: Make aesthetic judgments and decisions to evaluate a work of art based on various criteria.				
							I:9-12:4: Think creatively inspired by diverse beliefs and values, trends and technical i that influence personal artistic choices.								
				1				ctations							
preferences about artwork and apply a s classify art based on criteria. to evaluate				: Evaluate set of crit uate more ork of art.	teria e than	suppo differ an eva artwo perso	1: Contra ort the ences bet aluation o ork based nal criteri nt-specific cy.	ween f an on a and	E:9-12:1: Establish relevant criteria to evaluate a work or collection of art and determine the relevance of criteria used by others.						
E:P-2:2: Evaluate works demonstrating content-specific literacy. demonstrating content-specific styles, ge media as historical				: Recogni nces in cri o evaluate lepending genres, ar as well as cal and cul t.	teria works on nd	E:6-8:2: Create a convincing and logical argument to support an evaluation of art using a set of established criteria.			E:9-12:2: Construct evaluations for a work of art or collection of art based on different sets of criteria.						
E:P-2:3: Engage appropriately as audience participants in formal and informal settings. E:3-5:3: Engage appropriately as audience particip in formal and infor- settings.						appro audie	3: Engage priately a nce partic mal and ir gs.	s ipants	E:9-12:3: Engage appropriately as audience participants in formal and informal settings.						



							VISU		RT				
Artistic Process Connecting						Sy	Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.						
<b>Enduring Understanding</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.							<i>Essential Question</i> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?						
PK K 1 2 3 4					5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expo	sure		Ex	ploratio	n	E	nrichme	ent	Exc	ellence	Entrepreneurship	
							Ind	icators					
I:P-2:1: Work creatively with others to connect personal experiences and develop meaningful compositions.					I:3-5:1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine			L: Work vely with nect per ences ar edge to sent wha e see, kn nd imagin	sonal nd visually t ow,	I:9-12:1: Access, evaluate, use and manage information to compare similarities and differences in style and technique among schools of art and periods in art history.			
							I:9-12:2: Make judgments and decisions to inspired by art history and personal connect						
							Ехре	ctation	s				
E:P-2:1: Create art that tells a story about life experiences.					et cultura ns and ndings in 1	l collaborative people making a community			ntation or - of gart as o ive		nthesize knowledge d personal life to ci or design.		
E:P-2:2: Identify and communicate reasons to create art outside of school.					inicate re te art out	asons	comm reaso	2: Identi nunicate ns to cre le of scho	ate art	E:9-12:2: Ide art outside c		icate reasons to create	



							VISU	AL AR	Т				
Artistic Process ConnectingREnduring UnderstandingRPeople develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.							Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Essential Question How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?						
РК	PK K 1 2 3 4				4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Exposure Explor					n Enrichment				Excellence		Entrepreneurship	
	Indicators												
examin essenti	I:P-2:1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.				I:3-5:1: Reason effectively to understand the role of art as an essential aspect of history, society, culture and human experience.			I:6-8:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places and events.			I:9-12:1: Access, evaluate, use and manage information from a variety of sources and connects art history with personal visions or contemporary issues.		
			•					I:9-12:2: Determine factors that influenced and inspired artists.					
	Expectations												
E:P-2:1: Compare and contrast cultural purposes for creating by examining art from different times and places.				E:3-5:1: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.			E:6-8:1: Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources and cultural uses.			artist or a gr	alyze and evaluate oup of artists on the a society and the s	e beliefs, values, and	



# Visual Art Standards Grades P-2 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.	<ul> <li>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks?</li> <li>How does collaboration expand the creative process?</li> <li>How does knowing the contexts of histories and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>
	Developmental Level: Exposure	

	Developmental Level:	Exposure					
РК	К	1	2				
Indicators							
I:P-2:1: Think creatively about self, others, places, and events. Experiment with design elements/principles such as; colors, line, and shapes. Make use of ideas to communicate about self, others, places, and events.							
Expectations							
E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.							

E:P-2:2: Collaboratively brainstorm multiple approaches to an art or design problem in order to explore personal interests, questions, and curiosities.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Unde	erstanding	Essential Question
Creating	Artists and designe	•	How do artists work?
	with forms, structures, materials, concepts, media, and art-making approaches.	How do artists and designers learn from trial and error in a safe and healthy environment?	
	Artists and desig experimentatior freedom and respo	and safety,	What responsibilities come with the freedom to create?
	developing and creating artworks. People create and interact with objects, places, and design that	How do objects, places, and design shape lives and communities?	
	define, shape, e empower th		How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?
	Developmental I	evel: Exposure	
РК	К	1	2

Indicators

I:P-2:1: Develop and experiment in the creation and design of artworks. Act on creative ideas by what you see, feel, know.

Expectations

E:P-2:1: Experiment with various materials and tools to explore personal interests in a work of art or design.

E:P-2:2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

E:P-2:3: Repurpose objects in an innovative way to create art that represents ideas from imagination, memories, or the environment.



Refine and complete artistic work.

Artistic Process	Enduring Un	derstanding	Essential Question
Creating	Artists and des excellence throu constructive crit on, revising, an over time to str	igh practice and ique, reflecting d refining work	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
	Developmental	Level: Exposure	
РК	К	1	2

Indicators

I:P-2:1 Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.

#### Expectations

E:P-2:1: Use art vocabulary to share your personal work describing and summarizing process and artistic choices.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation?
	presentation.	Why do people value objects, artifacts, and artworks, and select them for presentation?

	Developmental I	evel: Exposure	
РК	К	1	2
Indicators			
I:P-2:1 Make judgments and decisions to justify which works of art will be selected for presentation.			
Expectations			

E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art.E:P-2:2: Categorize artwork for an exhibit based on a theme or concept.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	<ul> <li>What methods and processes are considered when preparing artwork for presentation or preservation?</li> <li>How does refining artwork affect its meaning to the viewer?</li> <li>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>
	Developmental Level: Exposure	

РК	К	1	2
	Indi	cators	
I:P-2:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.			
Expectations			

E:P-2:1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.



Convey meaning through the presentation of artistic work.

Enduring Understanding	Essential Question
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation

Developmental Level: Exposure			
РК	К	1	2
	Indic	ators	
I:P-2:1Through the analy	I:P-2:1Through the analysis of artworks and a variety of sources of information: communicate clearly to		

I:P-2:1Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.

Expectations

E:P-2:1: Explain what a museum does to shape ideas, beliefs, and experiences.

E:P-2:2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world?

How do images influence our views of the world?

Developmental Level: Exposure				
РК	К	1	2	
Indicators				
I:P-2:1: Think creatively to identify and describe observed form.				
I:P. 2:2: Communicate clearly how to determine how calected artwork represents what people see				

I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.

I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.

Expectations

E:P-2:1: Identify and describe art in the environment.

E:P-2:2: Compare and/or contrast characteristics of the natural world and constructed environments.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understandi	ing	Essential Question
Responding	People gain insights in meanings or artworks engaging in the process o criticism.	by	<ul> <li>What is the value of engaging in the process of art criticism?</li> <li>How can the viewer "read" a work of art as text?</li> <li>How does knowing and using visual art vocabularies help us understand and interpret works of art? How does one determine criteria to evaluate a work of art?</li> <li>How and why might criteria vary?</li> <li>How is a personal preference different from an evaluation?</li> </ul>
	Developmental Level: Exp	osure	
РК	К	1	2

Indicators

I:P-2:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.

#### Expectations

E:P-2:1: Identify subject matter and describe the formal characteristics of art.

E:P-2:2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question		
Responding	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary?		
		How is a personal preference different from an evaluation?		
	Developmental Level: Exposure			
РК	К 1	2		
	Indicators			
I:P-2:1: Think creatively and in a group applying elements of art to evaluate a body of artwork based on				
various criteria.				
Expectations				

E:P-2:1: Use vocabulary to explain preferences about artwork and classify art based on criteria. E:P-2:2: Evaluate works demonstrating content-specific literacy.

E:P-2:3: Engage appropriately as audience participants in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Unde	erstanding	Essential Question
Connecting	Through art-mal make meaning by and developing a perceptions, kno experien	investigating wareness of wledge, and ces.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art- making?
	Developmental Le	evel: Exposure	
РК	К	1	2
	Indicat	ors	
I:P-2:1: Work creatively with others to connect personal experiences and develop meaningful compositions.			

Expectations

E:P-2:1: Create art that tells a story about life experiences.

E:P-2:2: Identify and communicate reasons to create art outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
	Developmental Level: Exposure	
РК	К 1	2
	Indicators	
I:P-2:1: Act on creative i	deas to examine the role of art as an essen experience.	tial aspect of history and human
	Expectations	

E:P-2:1: Compare and contrast cultural purposes for creating by examining art from different times and places.



# Visual Art Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Enduring Understanding	Essential Question
Creativity and innovative thinking are essential life skills that can be developed.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative
Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.	risks? How does collaboration expand the creative process?
	How does knowing the contexts of histories and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to
	formulate artistic investigations?

	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.		
	Expectations	
E:3-5:1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for art- making.		

E:3-5:2: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers experiment	How do artists work?
	with forms, structures, materials, concepts, media, and art-making approaches.	How do artists and designers learn from trial and error in a safe and healthy environment?
	Artists and designers balance experimentation and safety, freedom and responsibility while	What responsibilities come with the freedom to create?
	developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance and	How do objects, places, and design shape lives and communities?
	empower their lives.	How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

Developmental Level: Exploration			
3	4	5	
	Indicators		
I:3-5:1: Develop and experiment in the creation and design of artworks. Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.			
Expectations			
E:3-5:1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship.			

E:3-5:2: Identify, describe and visually represent places and/or objects that are personally meaningful. E:3-5:3: Manage projects through the use of sketchbook/journals.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
	Developmental Level: Exploration	
3	4	5

#### Indicators

I:3-5:1: Think creatively to investigate a variety of ways that artists and designers develop ideas on revising, reflecting, and refining and developing work. Use a variety of strategies to modify and refine artworks in process.

#### Expectations

E:3-5:1: Independently, collaboratively and persistently critique and refine artwork in search of progress for emerging meaning.

E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation? Why do people value objects,
	presentation	artifacts, and artworks, and
		select them for presentation?

Developmental Level: Exploration			
3	4	5	
	Indicators		
I:3-5:1: Make judgments and decisions to justify which works of art express ideas about self, other people, places, and events that will be meaningful in presentations.			
Expectations			
E:3-5:1: Investigate and discuss possibilities and limitations of spaces – physical and digital – for			

exhibiting art.

E:3-5:2: Develop and apply criteria for evaluating a collection of artwork for presentation. Make judgments and decisions for appropriate museums and galleries for specific works.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation. Adapt to change when analyzing artwork based on criteria for presentation or preservation.		

Expectations

E:3-5:1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape
	record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?

	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.		
Expectations		

E:3-5:1: Explain how and where different cultures record stories and history of life through art.

E:3-5:2: Compare and contrast how art museums and other venues present ideas and provide information.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individual aesthetic and empathetic awareness developed through engagement with art can	How do life experiences influence the way you relate to art?
	lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and	How does learning about art impact how we perceive the world? What can we learn from our responses to art?
	responses to the world.	What is an image? Where and how do we

encounter images in our world?

How do images influence our views of the world?

Developmental Level: Exploration		
3	4	5
	Indicators	
I:3-5:1: Analyze similarities and differences between the elements of art in observed form.		
I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.		
I:3-5:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world.		
Expectations		
E:3-5:1: Analyze components in visual imagery that convey messages and compare personal		

interpretations.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People gain insights into meanings or artworks by	What is the value of engaging in the process of art criticism?
	engaging in the process of art criticism.	How can the viewer "read" a work of art as text?
		How does knowing and using visual art vocabularies help us understand and interpret works of art? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others. Experiment with the elements of art and principles of design.

#### Expectations

E:3-5:1: Construct meaning by describing the feelings experienced, the subject matter, the formal characteristics, and the art-making approach.

E:3-5:2: Interpret art through contextual information.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Work creatively, independently and with others to make judgments and decisions to evaluate a work of art based on various criteria demonstrating knowledge of content-specific literacy.

#### Expectations

E:3-5:1: Evaluate and apply a set of criteria to evaluate more than one work of art.

E:3-5:2: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.

E:3-5:3 Engage appropriately as audience participants in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Through art-making, people make meaning by investigating and	How does engaging in creating art enrich people's lives?
	developing awareness of perceptions, knowledge, and experiences.	How does making art attune people to their surroundings?
		How do people contribute to awareness and understanding of their lives and the lives of their communities through art- making?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Act on creative ideas to	connect personal experiences and kno people see, know, feel, and imagine	• , ,

Expectations

E:3-5:1: Observe and interpret cultural traditions and surroundings in new ways by creating art.

E:3-5:1: Identify and communicate reasons to create art outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
	Developmental Level: Exploration	
3	4	5
	Indicators	
I:3-5:1: Reason effectively to un	derstand the role of art as an essential a and human experience.	aspect of history, society, culture,
	Expectations	

E:3-5:1: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.



# Visual Art Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.	<ul> <li>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks?</li> <li>How does collaboration expand the creative process?</li> <li>How does knowing the contexts of histories and traditions of forms help us create works of art and design? Why do artists</li> <li>follow or break from established traditions? How do artists</li> </ul>
		determine what resources and criteria are needed to formulate
		artistic investigations?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
3:1: Access, evaluate, us	e, and manage information throughout th Create collaborative meaningful composition	
	Expectations	
E:6-8:1: Synthesize	concepts to formulate ideas and criteria to	o guide the artistic process.

E:6-8:2: Determine the stages of the creative process in traditional or new media.

E:6-8:3: Work effectively with diverse teams to investigate an aspect of present day life using a contemporary practice of art or design.

1:6-8



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers experiment	How do artists work?
	with forms, structures, materials, concepts, media, and art-making approaches.	How do artists and designers learn from trial and error in a safe and healthy environment?
	Artists and designers balance experimentation and safety, freedom and responsibility while	What responsibilities come with the freedom to create?
	developing and creating artworks. People create and	How do objects, places, and design shape lives and communities?
	interact with objects, places, and design that define, shape, enhance and empower their lives.	How do artists and designers determine goals for designing and redesigning objects, places or

systems effectively?

Developmental Level: Enrichment		
6	7	8
	Indicators	
I:6-8:1: Evaluate objects, places and design to influence artistic utilization when creating.		

I:6-8:2: Demonstrate how media, processes, and techniques communicate clearly ideas and personal meaning.

#### Expectations

E:6-8:1: Demonstrate persistence and intellectual risk taking through experimentation and innovation in order to develop a variety of skills and approaches to creating art.

E:6-8:2: Explain the environmental, social, and ethical implications of using various tools, materials, equipment, and images to create works of art and design.

E:6-8:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work	What role does persistence play in revising, refining and developing work? How do artists grow and become
	over time to strive for mastery.	accomplished in art forms? How does collaboratively
		reflecting on a work help us experience it more completely?

Developmental Level: Enrichment			
6	7	8	

#### Indicators

I:6-8:1: Think creatively and collaboratively to form a set of criteria, using reflection and critique to describe, analyze, and interpret the artwork of self and others.

#### Expectations

E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning.

E:6-8:2: Reflect and summarize important information about personal artwork in an artist statement or another format.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists and other presenters consider various techniques,	How are artworks cared for and by whom?
	methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	What criteria, methods, and processes are used to select work for preservation and presentation?
		Why do people value objects, artifacts, and artworks, and select them for presentation?

Developmental Level: Enrichment			
6	7	8	
Indicators			

I:6-8:1: Access, evaluate, and manage information to identify and compare reasons why people create and utilize art.

I:6-8:2: Study the common themes, culture, and content of artworks.

I:6-8:3: Analyze media/technology that is used by curators to care for artworks and presentation.

#### Expectations

E:6-8:1: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

E:6-8:2: Define the roles and responsibilities of a curator by explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and art.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and	What methods and processes are considered when preparing artwork for presentation or preservation?
	refining artwork for display and or when deciding if and how to preserve and protect it.	How does refining artwork affect its meaning to the viewer?
		What criteria are considered when selecting work for presentation, a portfolio, or a collection?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
I:6-8:1: Make judgments and decisions effectively when implementing evolving technologies to develop and refine artwork based on criteria for presentation or preservation.		
Europetations		

Expectations

E:6-8:1: Collaboratively prepare and present theme-based artwork that creates a narrative for the viewer.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
	political experiences resulting in the cultivating of appreciation and understanding.	How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?

Developmental Level: Enrichment			
6	7	8	
Indicators			
I:6-8:1: Analyze media to compare processes used to interpret and express ideas in the visual arts and other disciplines.			

#### Expectations

E:6-8:1: Justify how museums and other venues reflect the history, values, and beliefs of a community.

E:6-8:2: Examine why and how an exhibition or collection can be interpreted differently in varying venues.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we
		encounter images in our world? How do images influence our views of the world?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
-8:1: Be self-directed learne	rs to identify, describe, interpret, and p	roduce visual representations of

I:6-8:1: Be self-directed learners to identify, describe, interpret, and produce visual representations of the physical qualities of observed form.

I:6-8:2: Reason effectively to Interpret and communicate the meaning of the impact of visual art I:6-8:3: Reason effectively to analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks.

Expectations

E:6-8:1: Explain how a person's artistic choices are influenced by culture, values, and the environment.

E:6-8:2: Describe ways an image can influence an audience.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People gain insights into meanings or artworks by	What is the value of engaging in the process of art criticism?
	engaging in the process of art criticism.	How can the viewer "read" a work of art as text?
		How does knowing and using visual art vocabularies help us understand and interpret works of art?
		How does one determine criteria to evaluate a work of art?
		How and why might criteria vary?
		How is a personal preference different from an evaluation?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8::1: Analyze media, develop, and apply criteria to personally created works as well as the artwork of others.

I:6-8::2: Describe and apply criteria to evaluate self –generated works of art and others.

I:6-8:3: Construct and implement varied sets of criteria for making effective aesthetic judgments.

Expectations

E:6-8:1: Collaboratively interpret and construct meaning by describing the feelings experienced, subject matter, formal characteristics, and art-making approaches, key concepts, and contextual information.

E:6-8:2: Demonstrate knowledge of content-specific literacy through art criticism.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art?
		How and why might criteria vary?
		How is a personal preference different from an evaluation?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Make judgments and decisions to respond to a work of art based on various criteria.

I:6-8:2: Use the elements of art and principles of design to identify and compare ways in which selected artworks represent what viewers see, know, feel, and imagine.

#### Expectations

E:6-8:1: Contrast and support the differences between evaluations of artwork based on personal criteria and content-specific literacy.

E:6-8:2: Create a convincing and logical argument to support an evaluation of art using a set of established criteria.

E:6-8:3: Engage appropriately as audience participants in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Through art-making, people make meaning by investigating	How does engaging in creating art enrich people's lives?
	and developing awareness of perceptions, knowledge, and experiences.	How does making art attune people to their surroundings?
		How do people contribute to awareness and understanding of their lives and the lives of their communities through art- making?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Work creatively with others to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine.

Expectations

E:6-8:1: Create a visual documentation – individually or collaboratively – of people making art as a community to reinforce positive aspects of group identity.

E:6-8:2: Identify and communicate reasons to create art outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
I:6-8:1: Make judgements and	decisions to determine ways in which v self, other people, places, and events.	
	Expectations	

E:6-8:1: Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



# Visual Art Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.	<ul> <li>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>How does knowing the contexts of histories and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>
Excel	lence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Act on creative ideas wit	hin the context of a given or choser	art problem. Utilize media at hand

to experiment with process and skills exploring a broad range of ideas.

Expectations

E:9-12:1: Visualize and hypothesize to generate plans for ideas and directions for creating art or design that can elevate the community and influence social change. Apply knowledge of histories and traditions.

E:9-12:2: Brainstorm ideas to make artwork based on a main/central idea or concept. Following or breaking established conventions plan the making of a series of works of art or design based on a theme main/central idea or concept.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers experiment	How do artists work?
	with forms, structures, materials, concepts, media, and art-making approaches.	How do artists and designers learn from trial and error in a safe and healthy environment?
	Artists and designers balance experimentation and safety, freedom and responsibility while	What responsibilities come with the freedom to create?
	developing and creating artworks.	How do objects, places, and design shape lives and communities?
	People create and interact with objects, places, and design that define, shape, enhance and empower their lives.	How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?
	Excellence	Entrepreneurship

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Implement innovations with objects, places and freedom to design, develop, and create artworks.

I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.

I:9-12:3: Identify specific elements of art and principles of design to a global level of perspective.

Expectations

E:9-12:1: Explain the importance of balancing freedom and responsibility in the use of various tools, materials, equipment, and images in the creation and circulation of art.

E:9-12:2: Create works of art or design that demonstrates how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

E:9-12:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea. Manage projects within sketchbook/journal.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.	What role does persistence play in revising, refining and developing work?
		How do artists grow and become accomplished in art forms?
		How does collaboratively reflecting on a work help us experience it more completely?

l Advanced					
Indicators					
I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style, and purpose.					
I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style					

I:9-12:2: Persistently collaborate to revise and refine work through self-critique and reflection.

Expectations

E:9-12:1: Engage in constructive critique to refine works of art and design while considering relevant, traditional, or contemporary criteria and personal artistic vision.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom?
		What criteria, methods, and processes are used to select work for preservation and presentation?
		Why do people value objects,
		artifacts, and artworks, and select
		them for presentation?

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places.

I:9-12:2: Reflect on the values and beliefs of the society in which they were created.

I:9-12:3: Act on creative ideas from different times and places. Work effectively with diverse teams to curate and independently present a body of work (portfolio) that explores a contemporary, cultural, and/ or social issue.

#### Expectations

E:9-12:1: Analyze, evaluate, select and justify choices to present a body of artwork that explores curating artwork for a collection, exhibit, event, or portfolio.

E:9-12:2: Student responsibility for the demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit, event, or portfolio.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	<ul> <li>What methods and processes are considered when preparing artwork for presentation or preservation?</li> <li>How does refining artwork affect its meaning to the viewer?</li> </ul>
		What criteria are considered when selecting work for presentation, a portfolio, or a collection?
	Excellence	Entrepreneurship
ligh School Proficient	High School Accomplished	High School Advanced

High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.

I:9-12:2: Working from memory, observation and or experiences analyze a work that represents personal ideas, thoughts, and feelings.

I:9-12:3: Apply critical thinking and problem solving with use of art vocabulary to describe, analyze, and interpret visual qualities perceived and recorded in works of art.

#### Expectations

E:9-12:1: Analyze and evaluate the reasons and ways an exhibition is presented.

E:9-12:2: Compare and contrast methods and criteria used for preserving and protecting art.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
	How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?	

Exc	ellence	Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced	
Indicators			

I:9-12:1: Make judgments and decisions by accessing, evaluating, and using information from a variety of sources.

I:9-12:2: Propose factors that influence artists and inspire artworks.

I:9-12:3: Communicate clearly cultural values and beliefs, stylistic trends, and technology that have influenced choices to present artwork.

#### Expectations

E:9-12:1: Describe the impact an exhibit or collection has on personal, awareness of social, cultural, or political beliefs and understandings.

E:9-12:2: Curate a grouping of objects, artifacts, or art to impact the viewer's understanding of social, cultural, and/or political experiences.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question	
Responding	Individual aesthetic and	How do life experiences influence	
	empathetic awareness	the way you relate to art?	
	developed through engagement with art can lead to understanding and appreciation of self, others, the natural world,	How does learning about art impact how we perceive the world?	
	and constructed environments.	What can we learn from our	
	Visual imagery influences	responses to art?	
	understanding of and responses to the world.	What is an image?	
	to the world.	Where and how do we encounter	
		images in our world?	
		How do images influence our views of the world?	
Exce	llence	Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced	
	Indicators		
I:9-12:1: Analyze media used in reflecting on the on the completed work. Evaluate the choice and use of media, skills, and knowledge in solving the art problem.			
I:9-12:2: Communicate clearly appropriate art vocabulary to describe, analyze and interpret qualities of visual form evidenced in works of art globally.			
I:9-12:3: Implement innovative responses describing and analyzing the role of design and images in the world.			
	Expectations		
E:9-12:1: Hypothesize ways	visual imagery influences perception	s or affects human experience.	

E:9-12:1: Hypothesize ways visual imagery influences perceptions or affects human experience. E:9-12:2: Use historical and contemporary references to determine if an image effectively influences or represents a culture, time, or audience.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People gain insights into meanings or artworks by engaging in the process of art criticism.	<ul> <li>What is the value of engaging in the process of art criticism?</li> <li>How can the viewer "read" a work of art as text?</li> <li>How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> <li>How does one determine criteria to evaluate a work of art?</li> <li>How and why might criteria vary?</li> <li>How is a personal preference different from an evaluation?</li> </ul>
- Fyre	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
0 12.1. Maka judamenta ana	desisions exploring different criteri	a and multiple models for judging

I:9-12:1: Make judgments and decisions exploring different criteria and multiple models for judging diverse works of art.

I:9-12:2: Access, evaluate, use and manage a selected set of criteria to interpret how artists produce critiques that express personal ideas, thoughts, and feelings and of others.

#### Expectations

E:9-12:1: Construct and justify meaningful interpretation of an artwork or collection of works supported by evidence through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, contextual information, and key concepts.

E:9-12:2: Analyze and comprehend differing interpretations of an artwork or collection of works and explain how various interpretations enrich experiences of art and life.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art?
		How and why might criteria vary?
		How is a personal preference
		different from an evaluation?
E	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Analyze and evaluate artwork based on select criteria.

I:9-12:2: Determine the value of unique combinations of formal criteria, purpose and expression of contemporary artists.

I:9-12:3: Make aesthetic judgments and decisions to evaluate a work of art based on various criteria.

I:9-12:4: Think creatively inspired by diverse cultural beliefs and values, trends and technical innovations that influence personal artistic choices.

#### Expectations

E:9-12:1: Establish relevant criteria to evaluate a work or collection of art and determine the relevance of criteria used by others.

E:9-12:2: Construct evaluations for a work of art or collection of art based on different sets of criteria.

E:9-12:3: Engage appropriately as audience participants in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Through art-making, people make meaning by investigating	How does engaging in creating art enrich people's lives?
	and developing awareness of perceptions, knowledge, and experiences.	How does making art attune people to their surroundings?
		How do people contribute to awareness and understanding of their lives and the lives of their communities through art- making?
	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Access, evaluate, use and manage information to compare similarities and differences in style and technique among schools of art and periods in art history.

I:9-12:2: Make judgments and decisions to create; inspired by art history and personal connections.

Expectations

E:9-12:1: Synthesize knowledge of social, cultural, historical, and personal life to create meaningful works of art or design.

E:9-12:2: Identify and communicate reasons to create art outside of school.



Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process	Enduring Understanding	Essential Question
Connecting	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	<ul><li>How does art help us understand the lives of people of different times, places, and cultures?</li><li>How is art used to impact the views of a society?</li><li>How does art preserve aspects of life?</li></ul>
Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Access, evaluate, use and manage information from a variety of sources and connects art history with personal visions or contemporary issues. I:9-12:2: Determine factors that influenced and inspired artists.		
	Expectations	

E:9-12:1: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society and the society's impact on the artist.



## **Glossary of Visual Arts Terminology**

#### <u>Artwork</u>

Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated context.

### <u>Criteria</u>

In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

#### **Materials**

Substances out of which art is made or composed, ranging from the traditional to "non-art" material and virtual, cybernetic, and simulated materials.

#### <u>Play</u>

Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.

#### Source

National Core Art Standards Glossary-Visual Arts: http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY% 20for%20Visual%20Arts%20Standards%20-%20new%20copyright%20info.pdf



## Arts Education Standards Glossary

#### **Aesthetic Judgments**

Judgments about the aesthetics of choreography, judgments about a dance's impact or beauty.

### <u>Analyze</u>

Examine in detail the structure and context of the music.

### **Articulate**

Express (an idea or feeling) fluently and coherently, (of a person or a person's words) having or showing the ability to speak fluently and coherently.

### <u>Artwork</u>

Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated context.

### Available Technology

Computers and other personal devices, lighting systems, sound systems, set construction tools, and costume construction tools that are present in each school.

### **BEST Principles**

Body, Energy, Space, and Time.

### <u>Context</u>

The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when



media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.).

### **Context**

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

### **Craftsmanship**

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

## <u>Criteria</u>

Guidelines used to judge the quality of a student's performance.

### <u>Criteria</u>

In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

#### **Demonstrate**

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

### Drama Experience

Creative drama not for audience.

#### **Dynamics**

Level or range of loudness of a sound or sounds.



### **Elements of Dance**

The elements of dance are the foundational concepts and vocabulary for developing movement skills as well as understanding dance as an art form.

#### **Explore**

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

#### **Expressive Qualities**

Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity; qualities that convey feeling in the presentation of musical ideas.

#### **Fundamental Dance Skills**

1. Non-locomotor movement – movement we make without moving from one place to another;

2. Locomotor movement – movements we make as we move from one place to another;

3. Body awareness.

#### **Fundamentals of Composition**

In relation to time, force, space, and kinesthesia.

#### **Given Organizer**

Graphic organizers used to assist students with organizing information and thoughts.



## **Guided Criteria**

Criteria that is generated by and facilitated by the teacher or a resource.

#### **Imagine**

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced.

### Improvisation/Improvise

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

#### <u>Intent</u>

Meaning or feeling of the music planned and conveyed by a creator or performer.

### Interpret/Interpretation

Determine and demonstrate music's expressive intent and meaning when responding and performing.

### **Inventive Singing**

Singing with sounds and words that have no real meaning.

### **Kinesphere**

The space of the kinesphere is voluminous and surrounds the body like a bubble.

#### **Materials**

Substances out of which art is made or composed, ranging from the traditional to "non-art" material and virtual, cybernetic, and simulated materials.



#### Meaning

The formulation of significance and purposefulness in media artworks.

#### **Musical Idea**

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

### **Musical Contrasts**

A compositional device which has come to be one of the principal properties of good music; A variety of contrast(s) such as tempo (contrasting fast to slow), dynamics (contrasting loud to soft), and tempo (contrasting fast and slow) is essential to good composition. Contrast is a means to maintain listener interest.

### Perform

Share work with others in a formal manner after practice/rehearsal.

### **Personal Meaning**

Having to do with something personal to the students, an experience, a feeling, an event, an opinion.

### <u>Plan</u>

Select and develop musical ideas for creating a musical work.

### <u>Play</u>

Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.



#### **Present**

Share work with others such as teacher or peers in an informal manner, may be improvised.

#### <u>Purpose</u>

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

# Reason Effectively - 21<sup>st</sup> Century Skill

Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

### <u>Refine</u>

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

### <u>Select</u>

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

### **Steady Beat**

The constant repeating pulse in music.

### <u>Structure</u>

Totality of a musical work.



#### **Technical Dance Skills**

Technical skill is the ability to control what the body does. Proper technique underpins every movement in dance. It makes the work look easy to an audience and helps to develop physical facility.

#### **Technical Proficiency**

Must be able to apply the technical knowledge and skills required of dance in order to achieve the expected outputs.

### Tempo/Tempi

Rate or speed of the beat in a musical work or performance.

### Theatrical Experience:

Devised, adapted, or scripted presentation for an audience of peers.

### **Theatrical Production**:

Theatrical production involving technical aspects and a formal audience.

#### **Theatrical Work**

Theatrical presentation produced at the workshop level with an audience of peers or a formal audience.

#### **Think Creatively**

Student-based ideas formed independently or presented in a brainstorming activity, new student- create ideas and concepts that expand given ideas and artistic choices and/or student-developed, unique solutions to artistic challenges.



# **Think Creatively**

Thinking creatively is a state of mind that enables you to approach tasks, problems, and situations with openness to alternatives. 21<sup>st</sup> Century Skill definition:

- Use a wide range of idea creation techniques (such as brainstorming)
- $\cdot$  Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Think Critically - 21st Century Skill

- Critical thinking is the ability to think clearly and rationally about what to do or what to believe.
- It includes the ability to engage in reflective and independent thinking.
- Someone with critical thinking skills is able to do the following: understand the logical connections between ideas.

# **Vocalizing**

Vocal exercises/singing with no text using one or more vowel sounds.

### Sources

National Core Art Standards Glossary-Visual Arts:

http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSS ARY%20for%20Visual%20Arts%20Standards%20-%20new%20copyright%20info.pdf

National Core Art Standards Glossary-Music:

http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSS ARY%20for%20Music%20Standards%20-%20new%20copyright%20info.pdf



National Core Art Standards Glossary-Media Arts: http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSS ARY%20for%20Media%20Arts%20Standards%20-%20new%20copyright%20info.pdf

OnMusic Dictionary: <u>http://dictionary.onmusic.org</u>