



FINE ARTS



UTAH CORE STATE STANDARDS
for

FINE ARTS

Adopted April 15, 2016
by the
Utah State Board of Education





The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



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Introduction

Organization of the Standards

The Utah Core standards are organized into **strands**, which represent significant areas of learning within content areas. The Fine Arts have four strands: Create, Perform/Present/Produce, Respond, and Connect. These four strands provide the framework for a comprehensive experience in each of the five art forms: Dance, Drama/Theatre, Media Arts, Music, and Visual Arts.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

Experiencing the Fine Arts

All students should have the opportunity to experience the fine arts as part of a well-rounded education. The study of drama, dance, music, media arts, and the visual arts helps students explore realities, relationships, and ideas that cannot be expressed simply in words or numbers.

Learning in the fine arts is valuable on its own, but it also engages students in learning in other subjects. Research has shown visual arts instruction to improve reading readiness. Performing and creating facilitates the acquisition of problem-solving skills and teamwork. Those skills then can be applied to other academic areas. All fine arts have academic content. Thus, the arts can help students learn essential skills in new and exciting ways.

In the global economy, creativity is essential. Creativity in students must be nurtured and allowed to have a place in the education of the whole child in order to prepare that child for the future. The study of visual arts, dance, drama, and music, as outlined in the Utah State Core Standards, provides a venue for creativity to flourish. The fine arts provide a place for students to explore new ideas, for appropriate risk-taking, for creative problem solving, for working together with others, for developing aesthetic awareness, for exploring and expressing the world, and for cultural awareness and representation, in addition to the benefits of study in the discipline of fine arts. The study of fine arts is a critical element of a well-rounded education for every student.



UTAH CORE STATE STANDARDS

for

FINE ARTS

Secondary

7–8

SECONDARY DANCE

GRADES 7 AND 8

DANCE

7TH–8TH GRADE

Strand: CREATE (7–8.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards 7–8.D.CR.1–7**).

- **Standard 7–8.D.CR.1:** Demonstrate openness, willingness, persistence, and respect in trying new ideas, methods and approaches in creating dance.
- **Standard 7–8.D.CR.2:** Generate movements from a variety of stimuli to develop content for an original dance study or composition.
- **Standard 7–8.D.CR.3:** Use accurate dance terminology to articulate and justify movement choices.
- **Standard 7–8.D.CR.4:** Collaborate to select and apply a variety of choreographic devices and dance structures to compose an original piece with clear artistic intent.
- **Standard 7–8.D.CR.5:** Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning.
- **Standard 7–8.D.CR.6:** Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others; justify choices and revisions.
- **Standard 7–8.D.CR.7:** Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, and/or media technologies.

Strand: PERFORM (7–8.D.P.)

Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards 7–8.D.P.1–9**).

- **Standard 7–8.D.P.1:** Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways.

- **Standard 7–8.D.P.2:** Analyze and select metric, kinetic, and breath phrasing, and apply appropriately to dance phrases that employ various timings.
- **Standard 7–8.D.P.3:** Direct energy and dynamics in technique exercises and dance performance in such a way that movement is textured and enhanced.
- **Standard 7–8.D.P.4:** Evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.
- **Standard 7–8.D.P.5:** Apply body-mind principles to technical dance skills when performing works in a variety of dance genres and styles.
- **Standard 7–8.D.P.6:** Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, the effects experienced, and methods for improvement.
- **Standard 7–8.D.P.7:** Articulate personal performance goals, practice to reach goals, and document personal improvement over time.
- **Standard 7–8.D.P.8:** Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.
- **Standard 7–8.D.P.9:** Generate production elements that would intensify and heighten the artistic intent of a dance performance; explain reasons for choices using production terminology.

Strand: RESPOND (7–8.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 7–8.D.R.1–4**).

- **Standard 7–8.D.R.1:** Describe and discuss the artistic intent of a dance.
- **Standard 7–8.D.R.2:** Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices.
- **Standard 7–8.D.R.3:** Select a dance and explain how artistic expression is achieved through using elements of dance and justify your response.
- **Standard 7–8.D.R.4:** Use artistic criteria to determine what makes an effective performance, considering content, context, genre, style, and/or cultural movement practice.

Strand: CONNECT (7–8.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 7–8.D.CO.1–3**).

- **Standard 7–8.D.CO.1:** Compare different dances and discuss connections to personal perspectives.
- **Standard 7–8.D.CO.2:** Investigate topics using a variety of research methods to create representative movement phrases; discuss how the research informed the choreographic process and deepened understanding of the topics.
- **Standard 7–8.D.CO.3:** Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

LEVEL 1

Strand: CREATE (L1.D.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works (**Standards L1.D.CR.1–7**).

- **Standard L1.D.CR.1:** Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods, and approaches in creating dance.
- **Standard L1.D.CR.2:** Explore a variety of stimuli to develop an improvisational or choreographed dance study; identify personal movement preferences and strengths.
- **Standard L1.D.CR.3:** Use the elements of dance and other dance terminology to articulate and justify movement choices.
- **Standard L1.D.CR.4:** Design an original dance or study using choreographic devices and dance structures to support an artistic intent; discuss how they support the artistic intent.
- **Standard L1.D.CR.5:** Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.
- **Standard L1.D.CR.6:** Analyze and evaluate impact of choices made in the revision process.
- **Standard L1.D.CR.7:** Use recognized systems to document a section of a dance via writing, symbols, or media technologies.

Strand: PERFORM (L1.D.P.)

Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards L1.D.P.1–10**).

- **Standard L1.D.P.1:** Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways while maintaining a sense of spatial design and relationship.
- **Standard L1.D.P.2:** Analyze and select metric, kinetic, and breath phrasing, and apply appropriately to dance phrases that employ various timings; use syncopation and rhythmic accents related to different tempi.
- **Standard L1.D.P.3:** Direct energy and dynamics in technique exercises and dance performance in such a way that movement is textured and enhanced.
- **Standard L1.D.P.4:** Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention; discuss implementation of the plan and how it supports personal performance goals.
- **Standard L1.D.P.5:** Apply body-mind principles to technical dance skills when performing works in a variety of dance genres and styles.
- **Standard L1.D.P.6:** Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, the effects experienced, and methods for improvement.
- **Standard L1.D.P.7:** Articulate personal performance goals, practice to reach goals, and document personal improvement over time.
- **Standard L1.D.P.8:** Demonstrate leadership qualities when working in groups.
- **Standard L1.D.P.9:** Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.
- **Standard L1.D.P.10:** Generate production elements that would intensify and heighten the artistic intent of a dance performance; explain reasons for choices using production terminology.

Strand: RESPOND (L1.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L1.D.R.1–5**).

- **Standard L1.D.R.1:** Select and compare different dances, and discuss their intent and artistic expression.
- **Standard L1.D.R.2:** Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices.
- **Standard L1.D.R.3:** Experience a variety of culturally based dance forms; demonstrate and explain how one cultural form is different from another; and create and perform a dance that reflects one’s own cultural movement practice.

- **Standard L1.D.R.4:** Use artistic criteria to determine what makes an effective performance considering content, context, genre, style, and/or cultural movement practice.
- **Standard L1.D.R.5:** Analyze the artistic expression of a dance, and discuss insights using evaluative criteria and genre-specific dance terminology.

Strand: CONNECT (L1.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L1.D.CO.1–4**).

- **Standard L1.D.CO.1:** Analyze a dance and interpret the ideas expressed by the choreographer and provide evidence to support analysis; explain how one's own personal perspectives may affect one's interpretation.
- **Standard L1.D.CO.2:** Identify a question or problem that could be explored through dance; conduct research using a variety of methods; create a dance that investigates the question posed; and discuss how the dance communicates new perspectives or realizations.
- **Standard L1.D.CO.3:** Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.
- **Standard L1.D.CO.4:** Compare the process used in choreography to that of other creative, academic, or scientific procedures.

LEVEL 2

Strand: CREATE (L2.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards L2.D.CR.1–7**).

- **Standard L2.D.CR.1:** Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods and approaches in creating dance.
- **Standard L2.D.CR.2:** Explore a variety of stimuli to develop an improvisational or choreographed dance study; analyze the process and the relationship between the stimuli and the movement as it relates to personal and contrasting movement preferences.
- **Standard L2.D.CR.3:** Use the elements of dance and other dance terminology to articulate and justify movement choices.

- **Standard L2.D.CR.4:** Design an original dance or study using a variety of choreographic devices and dance structures to convey artistic intent.
- **Standard L2.D.CR.5:** Clarify the artistic intent of a dance by refining choreographic devices and dance structures using established artistic criteria, self-reflection and the feedback of others.
- **Standard L2.D.CR.6:** Analyze and evaluate the impact of choices made in the revision process.
- **Standard L2.D.CR.7:** Use recognized systems to document a section of a dance via writing, symbols, or media technologies.

Strand: PERFORM (L2.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards L2.D.P.1–11**).

- **Standard L2.D.P.1:** Dance alone and with others with spatial intention; expand partner and ensemble skills to greater ranges and skill levels; and expand partner and ensemble skills to greater ranges and skill levels.
- **Standard L2.D.P.2:** Perform dance studies and compositions that use time, tempo and rhythm in unpredictable ways; use internal rhythms and kinetics as phrasing tools.
- **Standard L2.D.P.3:** Vary energy and dynamics over the length of a phrase, paying close attention to its movement initiation and energy.
- **Standard L2.D.P.4:** Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement; follow a personal plan that supports health for everyday life.
- **Standard L2.D.P.5:** Apply body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.
- **Standard L2.D.P.6:** Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, the methods for improvement with attention to technique and artistry informed by personal performance goals.
- **Standard L2.D.P.7:** Reflect on personal achievements and implement performance strategies to enhance projection.
- **Standard L2.D.P.8:** Demonstrate leadership qualities when working in groups and preparing for performances.
- **Standard L2.D.P.9:** Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.

- **Standard L2.D.P.10:** Document the rehearsal and performance process using dance terminology.
- **Standard L2.D.P.11:** Work collaboratively to produce a dance concert on a stage or in an alternative performance venue, and describe the production elements that would support the artistic intent of the dance works.

Strand: RESPOND (L2.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L2.D.R.1–5**).

- **Standard L2.D.R.1:** Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.
- **Standard L2.D.R.2:** Explain how the elements of dance and other choreographic principles are used in a variety of genres, styles, or cultural movement practices, and explain how their differences affect intent.
- **Standard L2.D.R.3:** Experience a variety of culturally based dance forms, describe contrasting cultural dances, and analyze how the dance reflects the culture it represents.
- **Standard L2.D.R.4:** Use artistic criteria to determine what makes an effective dance and performance, considering content, context, genre, style, and/or cultural movement practices.
- **Standard L2.D.R.5:** Compare and contrast two or more dances, using evaluative criteria to critique artistic expression and considering societal values and a range of perspectives.

Strand: CONNECT (L2.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L2.D.CO.1–4**).

- **Standard L2.D.CO.1:** Analyze dances with a variety of contents and contexts; explain how personal perspectives may affect one's interpretation.
- **Standard L2.D.CO.2:** Identify questions that pertain to a research topic, use established research methods to inform the creative process, create and perform a piece of choreography from the research, and discuss insights relating to knowledge gained.
- **Standard L2.D.CO.3:** Analyze dances from several genres or styles, historical time periods, and/or cultural dance forms; discuss how dance movement characteristics, techniques and artistic criteria relate to the ideas

and perspective of the peoples from which the dances originate.

- **Standard L2.D.CO.4:** Compare the process used in choreography to that of other creative, academic, or scientific procedures.

LEVEL 3

Strand: CREATE (L3.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards L3.D.CR.1–7**).

- **Standard L3.D.CR.1:** Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods and approaches in creating dance.
- **Standard L3.D.CR.2:** Synthesize content generated from stimulus material, and take risks to discover a personal voice, challenge and question personal movement preferences and strengths to discover unexpected movement vocabulary.
- **Standard L3.D.CR.3:** Use the elements of dance and other dance terminology to articulate and justify movement choices.
- **Standard L3.D.CR.4:** Demonstrate fluency using a variety of devices and structures to choreograph original dances that convey artistic intent.
- **Standard L3.D.CR.5:** Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others.
- **Standard L3.D.CR.6:** Document choices made in the revision process and justify how the refinements support artistic intent.
- **Standard L3.D.CR.7:** Document a dance using recognized systems of dance documentation.

Strand: PERFORM (L3.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards L3.D.P.1–11**).

- **Standard L3.D.P.1:** Use a wide range of movement in space for artistic and expressive clarity, use inward and outward focus to clarify movement and intent, and establish and break relationships with other dancers and the audience as appropriate to the dance.
- **Standard L3.D.P.2:** Implement time factors for artistic interest and expressive acuity;

demonstrate complexity in phrasing, with and without musical accompaniment; and work with and against accompaniment or sound environments.

- **Standard L3.D.P.3:** Express clear intent while performing movement sequences using a broad dynamic range.
- **Standard L3.D.P.4:** Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement, and follow a personal plan that supports health for everyday life.
- **Standard L3.D.P.5:** Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or in ensemble works in a variety of dance genres and styles.
- **Standard L3.D.P.6:** Initiate, plan, and direct rehearsals, giving attention to technical details and fulfilling artistic expression; use a range of rehearsal strategies to achieve performance excellence.
- **Standard L3.D.P.7:** Self-evaluate performances, and discuss and analyze performance ability with others.
- **Standard L3.D.P.8:** Demonstrate leadership qualities when preparing for performances.
- **Standard L3.D.P.9:** Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.
- **Standard L3.D.P.10:** Document the rehearsal and performance process with fluency using professional dance terminology.
- **Standard L3.D.P.11:** Work collaboratively to produce dance concerts in a variety of venues and designs, and organize the production elements that would support artistic intent.

Strand: RESPOND (L3.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L3.D.R.1–5**).

- **Standard L3.D.R.1:** Analyze dance works from a variety of dance genres and styles, and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
- **Standard L3.D.R.2:** Identify how the elements of dance and other choreographic principals are used in a variety of genres, styles, or cultural movement practices, and discuss how dance communicates aesthetic and cultural values.

- **Standard L3.D.R. 3:** Analyze contrasting culturally based dance forms and how they express meaning; respond in a variety of creative ways.
- **Standard L3.D.R.4:** Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices; define personal artistic preferences to critique dance.
- **Standard L3.D.R.5:** Consider societal and personal values, and a range of artistic expression; discuss perspectives with peers and justify views.

Strand: CONNECT (L3.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L3.D.CO.1–4**).

- **Standard L3.D.CO.1:** Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives; reflect on and analyze the variables that have contributed to changes in one’s personal growth.
- **Standard L3.D.CO.2:** Identify questions that pertain to a research topic, use established research methods to inform the creative process, create and perform a piece of choreography from the research, and discuss insights relating to knowledge gained and the transfer of learning from this project to other learning situations.
- **Standard L3.D.CO.3:** Analyze dances from several genres or styles, historical time periods, and cultural dance forms; discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate and how the analysis has expanded personal dance literacy.
- **Standard L3.D.CO.4:** Compare one’s own creative process to that of other creative, academic, or scientific procedures.

SECONDARY MEDIA ARTS

GRADES 7 AND 8

MEDIA ARTS

7TH–8TH GRADE

Strand: CREATE (7–8.E.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine media art works (**Standards 7–8.E.CR.1–8**).

- **Standard 7–8.E.CR.1:** Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes.
- **Standard 7–8.E.CR.2:** Generate ideas, goals, and solutions for original media artworks through application of focused creative processes.
- **Standard 7–8.E.CR.3:** Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.
- **Standard 7–8.E.CR.4:** Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.
- **Standard 7–8.E.CR.5:** Implement production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.
- **Standard 7–8.E.CR.6:** Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.
- **Standard 7–8.E.CR.7:** Coordinate production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles.
- **Standard 7–8.E.CR.8:** Refine and modify media artworks, improving technical quality, and intentionally accentuating selected expressive and stylistic elements to reflect an understanding of purpose, audience, and place.

Strand: PRODUCE (7–8.E.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of media works (**Standards 7–8.E.P.1–7**).

- **Standard 7–8.E.P.1:** Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives, narratives, themes or ideas.
- **Standard 7–8.E.P.2:** Exhibit a set of artistic, design, technical, and soft skills through performing various roles in producing media artwork.
- **Standard 7–8.E.P.3:** Exhibit a set of creative and adaptive abilities, in developing solutions within and through media arts productions.
- **Standard 7–8.E.P.4:** Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose and to communicate intent in constructing media artworks.
- **Standard 7–8.E.P.5:** Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- **Standard 7–8.E.P.6:** Evaluate the results of and discuss improvements for presenting media artworks, considering impacts on personal growth.
- **Standard 7–8.E.P.7:** Design the presentation and distribution of media artworks through multiple formats and/or contexts.

Strand: RESPOND (7–8.E.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 7–8.E.R.1–6**).

- **Standard 7–8.E.R.1:** Describe, compare, contrast, and analyze the qualities of and relationships between the components in media artworks.
- **Standard 7–8.E.R.2:** Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.
- **Standard 7–8.E.R.3:** Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.
- **Standard 7–8.E.R.4:** Analyze the intent and meaning of a variety of media artworks using self-developed criteria and focusing on intentions, forms, and various contexts.

- **Standard 7–8.E.R.5:** Develop and apply criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- **Standard 7–8.E.R.6:** Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Strand: CONNECT 7–8.E.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 7–8.E.CO.1–6**).

- **Standard 7–8.E.CO.1:** Access, evaluate, and use internal and external resources to inform the creation of media artworks.
- **Standard 7–8.E.CO.2:** Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences.
- **Standard 7–8.E.CO.3:** Explain and demonstrate how media artworks expand meaning, knowledge, and cultural experiences.
- **Standard 7–8.E.CO.4:** Research and demonstrate how media artworks and ideas relate to various situations, purposes and values.
- **Standard 7–8.E.CO.5:** Analyze and responsibly interact with media arts tools and environments, legal and technological contexts, considering copyright, ethics, media literacy, social media, virtual worlds, and digital identity.
- **Standard 7–8.E.CO.6:** Explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.

LEVEL 1

Strand: CREATE (L1.E.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works (**Standards L1.E.CR.1–4**).

- **Standard L1.E.CR.1:** Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- **Standard L1.E.CR.2:** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

- **Standard L1.E.CR.3:** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles.
- **Standard L1.E.CR.4:** Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Strand: PRESENT (L1.E.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards L1.E.P.1–6**).

- **Standard L1.E.P.1:** Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience.
- **Standard L1.E.P.2:** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- **Standard L1.E.P.3:** Develop and refine a range of creative and adaptive innovations in addressing challenges and constraints within and through media arts productions.
- **Standard L1.E.P.4:** Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.
- **Standard L1.E.P.5:** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.
- **Standard L1.E.P.6:** Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

Strand: RESPOND (L1.E.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards L1.E.R.1–4**).

- **Standard L1.E.R.1:** Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.
- **Standard L1.E.R.2:** Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

- **Standard L1.E.R.3:** Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.
- **Standard L1.E.R.4:** Evaluate media art works and production processes at decisive stages, using developed criteria and considering context and artistic goals.

Strand: CONNECT L1.E.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards L1.E.CO.1–4**).

- **Standard L1.E.CO.1:** Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks.
- **Standard L1.E.CO.2:** Explain and demonstrate the use of media artworks to expand meaning and knowledge and create cultural experiences.
- **Standard L1.E.CO.3:** Explain and defend how media artworks and ideas relate to various contexts, purposes, and values.
- **Standard L1.E.CO.4:** Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

LEVEL 2

Strand: CREATE (L2.E.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works (**Standards L2.E.CR.1–4**).

- **Standard L2.E.CR.1:** Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.
- **Standard L2.E.CR.2:** Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.
- **Standard L2.E.CR.3:** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles.
- **Standard L2.E.CR.4:** Refine and elaborate aesthetic elements and technical components to intentionally form effective expressions in media artworks for specific purposes, intentions, audiences, and contexts.

Strand: PRESENT (L2.E.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards L2.E.P.1–5**).

- **Standard L2.E.P.1:** Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity.
- **Standard L2.E.P.2:** Demonstrate effective command of artistic, design, technical, and soft skills in managing and producing media artworks.
- **Standard L2.E.P.3:** Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.
- **Standard L2.E.P.4:** Curate and design the presentation and distribution of collections of media artworks through a variety of contexts.
- **Standard L2.E.P.5:** Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

Strand: RESPOND (L2.E.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards L2.E.R.1–4**).

- **Standard L2.E.R.1:** Analyze and evaluate the qualities and relationships of the components in media artworks, and provide feedback on how they affect the audience.
- **Standard L2.E.R.2:** Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.
- **Standard L2.E.R.3:** Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- **Standard L2.E.R.4:** Form and apply defensible evaluations in the constructive critique of media artworks and production processes.

Strand: CONNECT (L2.E.CO.)

Students will relate artistic skills, ideas and work with personal meaning and external context (**Standards L2.E.CO.1–4**).

- **Standard L2.E.CO.1:** Synthesize internal and external resources to enhance the creation of persuasive media artworks.

- **Standard L2.E.CO.1:** Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect on and form cultural experiences.
- **Standard L2.E.CO.3:** Analyze in depth the relationships of media arts ideas and works to various contexts, purposes, and values.
- **Standard L2.E.CO.4:** Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

LEVEL 3

Strand: CREATE (L3.E.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works (**Standards L3.E.CR.1–4**).

- **Standard L3.E.CR.1:** Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
- **Standard L3.E.CR.2:** Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.
- **Standard L3.E.CR.3:** Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles.
- **Standard L3.E.CR.4:** Intentionally and consistently refine and elaborate elements and components to form effective expressions in media artworks, directed at specific purposes, audiences, and contexts.

Strand: PRESENT (L3.E.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards L3.E.P.1–6**).

- **Standard L3.E.P.1:** Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms.
- **Standard L3.E.P.2:** Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

- **Standard L3.E.P.3:** Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
- **Standard L3.E.P.4:** Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.
- **Standard L3.E.P.5:** Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts.
- **Standard L3.E.P.6:** Evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

Strand: RESPOND (L3.E.R.)

Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (**Standards L3.E.R.1–4**).

- **Standard L3.E.R.1:** Analyze and evaluate the qualities and relationships of the components and audience impact in a variety of styles and formats of media artwork.
- **Standard L3.E.R.2:** Survey an exemplary range of media artworks, analyze methods for managing audience experience, and create intention and persuasion through multimodal perception and systemic communications.
- **Standard L3.E.R.3:** Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- **Standard L3.E.R.4:** Independently develop rigorous evaluations of, and strategically seek feedback for, media artworks and production processes, considering complex goals and factors.

Strand: CONNECT (L3.E.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards L3.E.CO.1–4**).

- **Standard L3.E.CO.1:** Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
- **Standard L3.E.CO.2:** Demonstrate and expound on the use of media artworks to create new meaning, knowledge, and important cultural experiences.

- **Standard L3.E.CO.3:** Analyze the relevant and important relationships of media arts ideas and works to personal and global contexts, purposes, and values.
- **Standard L3.E.CO.4:** Utilize an understanding of legal, technological, systemic, and vocational contexts while experiencing and creating media arts.

GRADES 7 AND 8

SECONDARY MUSIC

MUSIC (General)

7TH–8TH GRADE

Strand: CREATE (7–8.M.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine musical works (**Standards 7–8.M.CR.1–6**).

- **Standard 7–8.M.CR.1:** Listen to and discuss a variety of musical styles and ideas, and describe how various sounds can be used to represent experiences, moods, visual images and/or story lines.
- **Standard 7–8.M.CR.2:** Improvise rhythmic and melodic ideas and phrases.
- **Standard 7–8.M.CR.3:** Generate simple rhythmic and melodic ideas and phrases.
- **Standard 7–8.M.CR.4:** Identify, select and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context.
- **Standard 7–8.M.CR.5:** Use standard and/or iconic notation and/or recording technology to document original rhythmic, melodic or harmonic ideas.
- **Standard 7–8.M.CR.6:** Create original musical examples, applying teacher-provided criteria of specific musical elements.

Strand: PERFORM (7–8.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards 7–8.M.P.1–5**).

- **Standard 7–8.M.P.1:** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
- **Standard 7–8.M.P.2:** Demonstrate an understanding of music elements and notational literacy through participation in or observation of a live or recorded performance.
- **Standard 7–8.M.P.3:** Demonstrate an understanding of various genres and styles of music by applying musical elements to a performance.

- **Standard 7–8.M.P.4:** Identify and implement strategies for improving the technical and expressive aspects of works.
- **Standard 7–8.M.P.5:** Discuss collaboratively how musical works are appropriate for an audience or context.

Strand: RESPOND (7–8.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 7–8.M.R.1–5**).

- **Standard 7–8.M.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, and discuss their effect on both listener and performer.
- **Standard 7–8.M.R.2:** Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms, and describe the choices.
- **Standard 7–8.M.R.3:** Identify and discuss how musical elements are embedded within a musical work to express possible meaning or composer’s possible intent.
- **Standard 7–8.M.R.4:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard 7–8.M.R.5:** Identify and describe, with guidance, the technical and musical skills evident in a quality performance.

CONNECT (7–8.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 7–8.M.CO.1–3**).

- **Standard 7–8.M.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard 7–8.M.CO.2:** Self-assess and document personal growth as a musician.
- **Standard 7–8.M.CO.3:** Experience how music connects us to history, culture, heritage, community, and to other academic subjects.

CHOIR—LEVEL 1

Strand: CREATE (L1.MC.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L1.MC.CR.1–6**).

- **Standard L1.MC.CR.1:** Listen to and discuss a variety of musical styles and ideas with guidance.
- **Standard L1.MC.CR.2:** Sing a consequent phrase for a given antecedent phrase.
- **Standard L1.MC.CR.3:** With guidance, improvise/generate rhythmic, melodic, and harmonic ideas and phrases.
- **Standard L1.MC.CR.4:** Develop aural skills: intervals, major/minor modality, and rhythmic and melodic dictation.
- **Standard L1.MC.CR.5:** Develop, organize and notate, with guidance, basic rhythmic and melodic ideas and phrases with guidance.
- **Standard L1.MC.CR.6:** Evaluate musical ideas, with guidance, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work.

Strand: PERFORM (L1.MC.P.)

Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L1.MC.P.1–7**).

- **Standard L1.MC.P.1:** Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.
- **Standard L1.MC.P.2:** Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.
- **Standard L1.MC.P.3:** Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:
 - a. Vowels and diction
 - b. Intonation
 - c. Placement
 - d. Correct breathing and singing posture
 - e. Vocal physiology and vocal care
 - f. Flow phonation
- **Standard L1.MC.P.4:** Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.
- **Standard L1.MC.P.5:** Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.
- **Standard L1.MC.P.6:** Demonstrated productive rehearsal habits, both as an individual and as an ensemble member.

- **Standard L1.MC.P.7:** Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.

Strand: RESPOND (L1.MC.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L1.MC.R.1–5**).

- **Standard L1.MC.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L1.MC.R.2:** Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L1.MC.R.3:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard L1.MC.R.4:** Identify and describe, with guidance, the technical and musical skills evident in a quality performance.
- **Standard L1.MC.R.5:** Judge and improve the quality of student’s own musical performance using self-assessment.

Strand: CONNECT (L1.MC.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding (**Standards L1.MC.CO.1–4**).

- **Standard L1.MC.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L1.MC.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L1.MC.CO.3:** Experience how music connects us to history, culture, heritage, community and to other academic subjects.
- **Standard L1.MC.CO.4:** Demonstrate and understand, with limited guidance, how musical works are influenced by the composer’s heritage and experiences.

CHOIR—LEVEL 2

Strand: CREATE (L2.MC.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L2.MC.CR.1–6**).

- **Standard L2.MC.CR.1:** Listen to and discuss a variety of musical styles and ideas.
- **Standard L2.MC.CR.2:** Sing a consequent phrase for a given antecedent phrase in a variety of styles.
- **Standard L2.MC.CR.3:** Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in two or more parts.
- **Standard L2.MC.CR.4:** Develop aural skills: intervals, major/minor modality, rhythmic with melodic dictation.
- **Standard L2.MC.CR.5:** Develop, organize and notate rhythmic and melodic ideas and phrases of increasing complexity.
- **Standard L2.MC.CR.6:** Evaluate musical ideas, with teacher provided criteria, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work.

Strand: PERFORM (L2.MC.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L2.MC.P.1–7**).

- **Standard L2.MC.P.1:** Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen.
- **Standard L2.MC.P.2:** Discuss various elements of a musical work such as form, phrasing and style.
- **Standard L2.MC.P.3:** Sing with an appropriate tone over an appropriate range incorporating a combination of the following skills:
 - a. Vowels and diction
 - b. Intonation
 - c. Placement
 - d. Correct breathing and singing posture
 - e. Vocal physiology and vocal care
 - f. Flow phonation
- **Standard L2.MC.P.4:** Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature.

- **Standard L2.MC.P.5:** Demonstrate notational literacy by correctly sight-singing increasingly complex melodies, harmonies, and rhythms.
- **Standard L2.MC.P.6:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L2.MC.P.7:** Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.

Strand: RESPOND (L2.MC.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L2.MC.R.1–5**).

- **Standard L2.MC.R. 1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette.
- **Standard L2.MC.R.2:** Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L2.MC.R.3:** Identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L2.MC.R.4:** Identify and describe the technical and musical skills evident in a quality performance.
- **Standard L2.MC.R.5:** Judge and improve the quality of student’s own musical performance using self-assessment.

Strand: CONNECT (L2.MC.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L2.Mc.CO.1–4**).

- **Standard L2.MC.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L2.MC.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L2.MC.CO.3:** Experience how music connects us to history, culture, heritage, community, and to other academic subjects.
- **Standard L2.MC.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.

CHOIR—LEVEL 3

Strand: CREATE (L3.MC.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards L2.MC.CR.1–6**).

- **Standard L3.MC.CR.1:** Listen to, discuss, and apply a variety of musical styles and ideas appropriate to a given musical work.
- **Standard L3.MC.CR.2:** Generate both antecedent and consequent phrases within the context of a style.
- **Standard L3.MC.CR.3:** Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in three or more parts.
- **Standard L3.MC.CR.4:** Develop aural skills: intervals and rhythms with melodic dictation in major and minor modality.
- **Standard L3.MC.CR.5:** Generate, organize, and notate rhythmic and melodic ideas and phrases of increasing complexity.
- **Standard L3.MC.CR.6:** Evaluate musical ideas, identify and rehearse elements of music expression that lead to a creative interpretation of a musical work.

Strand: PERFORM (L3.MC.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L3.MC.P.1–7**).

- **Standard L3.MC.P.1:** Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen.
- **Standard L3.MC.P.2:** Individually identify various elements of a musical work and discuss the various elements as a group.
- **Standard L3.MC.P.3:** Sing with an appropriate tone over an appropriate range, identifying and applying the following symbiotic skills:
 - a. Vowels and diction
 - b. Intonation
 - c. Placement
 - d. Correct breathing and singing posture
 - e. Vocal physiology and vocal care
 - f. Flow phonation
- **Standard L3.MC.P.4:** Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature.

- **Standard L3.MC.P.5:** Demonstrate notational literacy by correctly sight-singing increasingly complexity melodies, harmonies, and rhythms.
- **Standard L3.MC.P.6:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L3.MC.P.7:** Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.

Strand: RESPOND (L3.MC.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L3.MC.R.1–5**).

- **Standard L3.MC.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette.
- **Standard L3.MC.R.2:** Identify and discuss how musical elements are embedded within a musical work to express possible meanings and consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L3.MC.R.3:** Identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L3.MC.R.4:** Identify and describe the technical and musical skills evident in a quality performance.
- **Standard L3.MC.R.5:** Judge and improve the quality of student’s own musical performance using self-assessment.

Strand: CONNECT (L3.MC.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L3.MC.CO.1–4**).

- **Standard L3.MC.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L3.MC.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L3.MC.CO.3:** Experience how music connects us with heritage, community, and to other academic subjects.
- **Standard L3.MC.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.

INSTRUMENTAL—LEVEL 1

Strand: CREATE (L1.MI.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L1.MI.CR.1–6**).

- **Standard L1.MI.CR.1:** Listen to a variety of musical styles and ideas.
- **Standard L1.MI.CR.2:** Improvise/generate and respond, with guidance, to simple melodic ideas and phrases.
- **Standard L1.MI.CR.3:** Develop aural skills.
- **Standard L1.MI.CR.4:** With guidance, develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity.
- **Standard L1.MI.CR.5:** Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.
- **Standard L1.MI.CR.6:** Identify and rehearse skills and concepts that need greater unification for performance.

Strand: PERFORM (L1.MI.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L1.MI.P.1–8**).

- **Standard L1.MI.P.1:** With guidance, select appropriate music for a short solo or ensemble performance, with consideration to student ability, preparation and target audience, and explain why the piece was chosen.
- **Standard L1.MI.P.2:** With guidance, discuss various elements of a musical work.
- **Standard L1.MI.P.3:** With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.
- **Standard L1.MI.P.4:** Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instrument.
- **Standard L1.MI.P.5:** Demonstrate fluency in the following technical performance skills:
 - a. Basic major scales
 - b. Chromatic scale with limited range
 - c. Articulation
 - d. Dynamics
 - e. Rhythmic accuracy

- f. Note accuracy
- g. Ensemble listening
- h. Tuning
- i. Targeted practice techniques
- j. Balance/blend
- k. Rudimentary ear training

- **Standard L1.MI.P.6:** Demonstrate notational literacy, including sight-reading.
- **Standard L1.MI.P.7:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L1.MI.P.8:** Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand: RESPOND (L1.MI.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L1.MI.R.1–5**).

- **Standard L1.MI.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L1.MI.R.2:** Consider, with guidance, how the use of musical elements helps predict the composer’s possible intent.
- **Standard L1.MI.R.3:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard L1.MI.R.4:** Identify and describe, with guidance, the technical and musical skills evident in a quality performance.
- **Standard L1.MI.R.5:** Use self-assessment to judge and improve the quality of musical performance.

Strand: CONNECT (L1.MI.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L1.MI.CO.1–4**).

- **Standard L1.MI.CO.1:** Examine how music relates to personal development and enjoyment of life.

- **Standard L1.MI.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L1.MI.CO.3:** Experience how music connects us to history, culture, heritage, community, and to other academic subjects.
- **Standard L1.MI.CO.4:** Examine, with guidance, how musical works are influenced by the composer’s heritage and experiences.

INSTRUMENTAL—LEVEL 2

Strand: CREATE (L2.MI.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards L2.MI.CR.1–4**).

- **Standard L2.MI.CR.1:** Improvise/generate simple rhythmic and melodic ideas and phrases.
- **Standard L2.MI.CR.2:** Develop, organize and notate rhythmic and melodic ideas and phrases with increasing complexity while continuing to develop aural skills.
- **Standard L2.MI.CR.3:** Refine musical ideas, apply student criteria, and use a variety of musical elements.
- **Standard L2.MI.CR.4:** Identify and rehearse skills and concepts that need greater unification for performance.

Strand: PERFORM (L2.MI.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards L2.MI.P.1–8**).

- **Standard L2.MI.P.1:** Select, with limited guidance, appropriate music for a solo or ensemble performance, with consideration of student ability, preparation time and target audience, and explain why each piece was chosen.
- **Standard L2.MI.P.2:** Discuss, with limited guidance, various elements of a musical work.
- **Standard L2.MI.P.3:** With limited guidance, make appropriate interpretive musical decisions as a soloist/ensemble.
- **Standard L2.MI.P.4:** Produce an appropriate tone over an expanded range of the instrument, using correct posture and physical connection to the instrument.

- **Standard L2.MI.P.5:** Demonstrate fluency in the following technical performance skills:

 - a. Major scales in expanding ranges
 - b. Minor scales
 - c. Chromatic scales
 - d. Articulation
 - e. Dynamics
 - f. Rhythmic accuracy
 - g. Note accuracy
 - h. Ensemble listening
 - i. Tuning
 - j. Targeted practice techniques
 - k. Balance/blend
 - l. Ear training
- **Standard L2.MI.P.6:** Demonstrate notational literacy, including sight-reading.
- **Standard L2.MI.P.7:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L2.MI.P.8:** Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand: RESPOND (L2.MI.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L2.MI.R.1–6**).

- **Standard L2.MI.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L2.MI.R.2:** With limited guidance, identify and discuss musical elements embedded within a musical work to express possible meanings.
- **Standard L2.MI.R.3:** Consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L2.MI.R.4:** With limited guidance, identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L2.MI.R.5:** Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.

- **Standard L2.MI.R.6:** Use self-assessment to judge and improve the quality of one's own musical performance.

Strand: CONNECT (L2.MI.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L2.MI.CO.1–4**).

- **Standard L2.MI.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L2.MI.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L2.MI.CO.3:** Experience how music connects us to history, culture, heritage, community, and other academic subjects.
- **Standard L2.MI.CO.4:** Examine, with limited guidance, how musical works are influenced by the composer's heritage and experiences.

INSTRUMENTAL—LEVEL 3

Strand: CREATE (L3.MI.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L3.MI.CR.1–4**).

- **Standard L3.MI.CR.1:** Improve/generate rhythmic and melodic ideas and phrases.
- **Standard L3.MI.CR.2:** Develop aural skills, and develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity while continuing to develop aural skills.
- **Standard L3.MI.CR.3:** Evaluate and refine musical ideas, applying student criteria and using a variety of musical elements.
- **Standard L3.MI.CR.4:** Identify and rehearse skills and concepts that need greater unification for performance.

Strand: PERFORM (L3.MI.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards L3.MI.P.1–7**).

- **Standard L3.MI.P.1:** Select appropriate music for a solo or ensemble performance, with consideration to student ability, preparation time and target audience, and explain why each piece was chosen.

- **Standard L3.MI.P.2:** Discuss various elements of a musical work.
- **Standard L3.MI.P.3:** As a soloist/ensemble, make appropriate interpretive musical decisions.
- **Standard L3.MI.P.4:** Produce an appropriate tone over a moderate to extended range of the instrument, using correct posture and physical connection to the instrument.
- **Standard L3.MI.P.5:** Demonstrate fluency in the following technical performance skills:
 - a. Major/minor scales in extended ranges
 - b. Chromatic scales
 - c. Articulation
 - d. Dynamics
 - e. Rhythmic accuracy
 - f. Note accuracy
 - g. Ensemble listening
 - h. Tuning
 - i. Targeted practice techniques
 - j. Balance/blend
 - k. Ear training
- **Standard L3.MI.P.6:** Demonstrate notational literacy, including sight-reading.
- **Standard L3.MI.P.7:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member; watch and respond appropriately to the conductor; and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand: RESPOND (L3.MI.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L2.MI.R.1–6**).

- **Standard L3.MI.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L3.MI.R.2:** Identify and discuss musical elements embedded within a musical work to express possible meanings.
- **Standard L3.MI.R.3:** Consider how the use of musical elements helps predict the composer’s possible intent.

- **Standard L3.MI.R.4:** Identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L3.MI.R.5:** Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.
- **Standard L3.MI.R.6:** Use self-assessment to judge and improve the quality of own musical performance.

Strand: CONNECT (L3.MI.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L3.MI.CO.1–4**).

- **Standard L3.MI.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L3.MI.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L3.MI.CO.3:** Experience how music connects us to history, culture, heritage, community and to other academic subjects.
- **Standard L3.MI.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.

GENERAL, THEORY/COMPOSITION—LEVEL 1

Strand: CREATE (L1.MG.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards L1.MG.CR.1–6**).

- **Standard L1.MG.CR.1:** Listen to and discuss a variety of musical styles and ideas, describing how various sounds can be used to represent experiences, moods, visual images and/or storylines.
- **Standard L1.MG.CR.2:** Improvise rhythmic, melodic, and harmonic ideas and explain their connection to specific purpose and context.
- **Standard L1.MG.CR.3:** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within specific tonalities, forms, and meters through both aural dictation and original ideas.
- **Standard L1.MG.CR.4:** Identify, select, and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context.

- **Standard L1.MG.CR.5:** Use standard and/or iconic notation and/or software based notation and/or recording technology to document original rhythmic, melodic, or harmonic ideas.
- **Standard L1.MG.CR.6:** Compose and refine original musical ideas, applying teacher-provided criteria of specific musical components.

Strand: PERFORM (L1.MG.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards L1.MG.P.1–6**).

- **Standard L1.MG.P.1:** Apply collaboratively developed criteria for selecting music for a specific purpose and/or context, and discuss and identify the reasons for the choices.
- **Standard L1.MG.P.2:** Identify, discuss, and interpret a musical work based on an understanding of the use of musical components such as form, harmonic structure, and genre.
- **Standard L1.MG.P.3:** Demonstrate an understanding of musical elements and notational literacy, including the following:
 - a. Melody
 - b. Harmonic structure, density, and tonal center
 - c. Dynamics and expressive qualities
 - d. Rhythm
 - e. Tone/timbre
 - f. Form
- **Standard L1.MG.P.4:** Demonstrate an understanding of various genres and styles of music.
- **Standard L1.MG.P.5:** Identify and implement strategies for improving the technical accuracy and expressive aspects of works.
- **Standard L1.MG.P.6:** Discuss how musical works are appropriate for a specific audience or context.

Strand: RESPOND (L11.MG.P.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L1.MG.R.1–6**).

- **Standard L1.MG.R.1:** Identify the musical components within a piece and how they provide meaning for both listener and performer.

- **Standard L1.MG.R.2:** Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image or storyline in simple forms and describing the choices.
- **Standard L1.MG.R.3:** Identify and discuss the musical elements that are embedded within a work, and their use as musical elements and composition- al techniques to convey the composer’s intent.
- **Standard L1.MG.R.4:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard L1.MG.R.5:** Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.
- **Standard L1.MG.R.6:** Use self-assessment to judge and improve the quality of one’s mu- sical performance.

Strand: CONNECT (L1.MG.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L1.MG.CO.1–5**).

- **Standard L1.MG.CO.1:** Examine how music relates to personal development and enjoy- ment of life.
- **Standard L1.MG.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L1.MG.CO.3:** Experience how music connects us to history, culture, heritage, community and to other academic subjects.
- **Standard L1.MG.CO.4:** Demonstrate, with limited guidance, an understanding of how musical works are influenced by the composer’s heritage and experiences.
- **Standard L1.MG.CO.5:** Describe the given context and performance medium for present- ing personal works and how they affect the final composition and presentation.

GENERAL, THEORY/COMPOSITION—ADVANCED

Strand: CREATE (A.MG.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will com- plete and refine musical work (**Standards A.MG.CR.1–8**).

- **Standard A.MG.CR.1:** Describe and demonstrate multiple ways in which sounds and mu- sical ideas can be used to represent experiences and abstract ideas.

- **Standard A.MG.CR.2:** Improvise rhythmic, melodic, and harmonic ideas, and explain the connection to specific purpose and context.
- **Standard A.MG.CR.3:** Generate rhythmic, melodic, and harmonic phrases and variations with harmonic accompaniments within expanded tonalities, forms, and meters through both aural dictation and original ideas that convey expressive intent.
- **Standard A.MG.CR.4:** Assemble and organize musical ideas to create initial expressive statements, explaining connections to purpose or abstract ideas.
- **Standard A.MG.CR.5:** Use standard notation and software-based notation, as well as recording technology, to document original rhythmic, melodic, or harmonic ideas.
- **Standard A.MG.CR.6:** Analyze and demonstrate the development of musical ideas within a variety of forms.
- **Standard A.MG.CR.7:** Identify, explain, and apply personally developed criteria to assess, revise, and refine the technical and expressive aspects that led to the final version of a musical work.
- **Standard A.MG.CR.8:** Describe a variety of possible contexts and mediums for presenting personal musical works, and explain the impact on the success of the presentation.

Strand: PERFORM (A.MG.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards A.MG.P.1–8**).

- **Standard A.MG.P.1:** Apply personally developed criteria to select music for a specific purpose and/or context, and identify and explain the reasons for the choices.
- **Standard A.MG.P.2:** Identify the various elements and structural components of a musical work.
- **Standard A.MG.P.3:** Analyze how the elements of music and compositional techniques relate to the style, function, and context, and their musical implications for rehearsal and performance.
- **Standard A.MG.P.4:** Interpret a work based on an understanding of the use of musical elements, and explain and justify how the choices reflect the creator’s intent.

- **Standard A.MG.P.5:** Demonstrate an understanding of music elements and notation, including:
 - a. Melody
 - b. Harmonic structure, density, and tonal center
 - c. Dynamics and expressive qualities
 - d. Rhythm
 - e. Tone/timbre
 - f. Form
- **Standard A.MG.P.6:** Demonstrate an understanding of various genres and styles of music and their historical and cultural significance.
- **Standard A.MG.P.7:** Identify and implement strategies for improving the technical accuracy and expressive aspects of works.
- **Standard A.MG.P.8:** Share live or recorded performances of works, and demonstrate how the elements of music and technical performance skills and interpretive decisions are used to convey expressive intent.

Strand: RESPOND (A.MG.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards A.MG.R.1–6**).

- **Standard A.MG.R.1:** Identify the musical components within a piece and how they provide context; explain their effect on both listener and performer, and justify with supporting evidence.
- **Standard A.MG.R.2:** Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines, in moderately complex forms, and describe and justify the choices.
- **Standard A.MG.R.3:** Justify and defend interpretations of varied works, and demonstrate an understanding of the composer’s intent by citing the use of elements and components of music, compositional techniques, and the style and context of each work.
- **Standard A.MG.R.4:** Identify, describe, and explain the effective use of the musical and structural elements that contribute to a quality musical work.
- **Standard A.MG.R.5:** Identify, describe, and explain the effective use of technical and musical skills evident in a quality performance.
- **Standard A.MG.R.6:** Use self-assessment to judge and improve the quality of one’s musical performance.

Strand: CONNECT (A.MG.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards A.MG.CO.1–4**).

- **Standard A.MG.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard A.MG.CO.2:** Self-assess and document personal growth as a musician.
- **Standard A.MG.CO.3:** Experience how music connects us to history, culture, heritage, community, and other academic subjects.
- **Standard A.MG.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.

SECONDARY THEATRE

GRADES 7 AND 8

THEATRE

7TH–8TH GRADE

Strand: CREATE (7–8.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine theatre works (**Standards 7–8.T.CR.1–8**).

- **Standard 7–8.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 7–8.T.CR.2:** Read and analyze a play for its technical requirements, identifying parts in the script that require the addition of a technical element.
- **Standard 7–8.T.CR.3:** Use form and structure to create a scene or play with a beginning, middle, and end that includes full character development, believable dialogue, and logical plot outcomes.
- **Standard 7–8.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 7–8.T.CR.5:** Explore physical, vocal, and emotional choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- **Standard 7–8.T.CR.5:** Create and sustain a believable character throughout a scripted or improvised scene.
- **Standard 7–8.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise.
- **Standard 7–8.T.CR.8:** Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

Strand: PERFORM (7–8.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of drama/theatre works (**Standards 7–8.T.P.1–9**).

- **Standard 7–8.T.P.1:** Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre

- work, and consider various and unique choices to enhance the story in a drama/theatre work.
- **Standard 7–8.T.P.2:** Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.
- **Standard 7–8.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard 7–8.T.P.4:** Communicate meaning using the body through space, shape, energy, and gesture.
- **Standard 7–8.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.
- **Standard 7–8.T.P.6:** Use imagination to inform artistic choices.
- **Standard 7–8.T.P.7:** Identify appropriate stage properties and technical elements for a given production.
- **Standard 7–8.T.P.8:** Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and basic blocking techniques.
- **Standard 7–8.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.

Strand: RESPOND (7–8.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 7–8.T.R.1–7**).

- **Standard 7–8.T.R.1:** Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings.
- **Standard 7–8.T.R.2:** Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard 7–8.T.R.3:** Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.
- **Standard 7–8.T.R.4:** Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.
- **Standard 7–8.T.R.5:** Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
- **Standard 7–8.T.R.6:** Describe and analyze how artists make choices based on personal experience in a drama/theatre work.

- **Standard 7–8.T.R.7:** Identify and explain why artistic choices are made in a drama/theatre work.

Strand: CONNECT (7–8.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding (**Standards 7–8.T.CO.1–3**).

- **Standard 7–8.T.CO.1:** Examine a community issue through multiple perspectives in a drama/theatre work.
- **Standard 7–8.T.CO.2:** Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
- **Standard 7–8.T.CO.3:** Examine contemporary social, cultural, or global issues through different forms of drama theatre work.

LEVEL 1

Strand: CREATE (L1.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine theatre works (**Standards L1.T.CR.1–7**).

- **Standard L1.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard L1.T.CR.2:** Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element.
- **Standard L1.T.CR.3:** Use correct form and structure to create a scene or play with a beginning, middle, and end that includes full character development, believable dialogue, and logical plot outcomes.
- **Standard L1.T.CR.4:** Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- **Standard L1.T.CR.5:** Explore physical, vocal, and emotional choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- **Standard L1.T.CR.6:** Apply basic research and skills to construct ideas about the visual composition of a drama/theatre work.
- **Standard L1.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise.

Strand: PERFORM (L1.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of theatre works (**Standards L1.T.P.1–9**).

- **Standard L1.T.P.1:** Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- **Standard L1.T.P.2:** Investigate the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles in a drama/theatre work.
- **Standard L1.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard L1.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard L1.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity.
- **Standard L1.T.P.6:** Use imagination to inform artistic choices.
- **Standard L1.T.P.7:** Understand and apply technical elements to enhance activities and dramatizations.
- **Standard L1.T.P.8:** Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and blocking techniques.
- **Standard L1.T.P.9:** Present a drama/theatre work using creative processes that shape the production for a specific audience.

Strand: RESPOND (L1.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L1.T.R.1–8**).

- **Standard L1.T.R.1:** Attend live performances of extended length and complexity, demonstrating an understanding of the protocols of audience behavior appropriate to the style of the performance.
- **Standard L1.T.R.2:** Defend responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard L1.T.R.3:** Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.

- **Standard L1.T.R.4:** Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.
- **Standard L1.T.R.5:** Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
- **Standard L1.T.R.6:** Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- **Standard: L1.T.R.7:** Identify and explain why artistic choices are made in a drama/theatre work.
- **Standard L1.T.R.8:** Apply appropriate theatre terminology to describe and analyze the strengths and weaknesses of own or the group's work.

Strand: CONNECT (L1.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L1.T.CO.1–3**).

- **Standard L1.T.CO.1:** Choose and interpret a drama/theatre work to reflect on or question personal beliefs.
- **Standard L1.T.CO.2:** Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
- **Standard L1.T.CO.3:** Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.

LEVEL 2

Strand: CREATE (L2.T.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (**Standards L2.T.CR.1–8**).

- **Standard L2.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard L2.T.CR.2:** Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production.
- **Standard L2.T.CR.3:** Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions.

- **Standard L2.T.CR.4:** Cooperate as a creative team to make interpretive choices for a drama/theatre work.
- **Standard L2.T.CR.5:** Explore physical, vocal, and emotional choices to develop a performance that is believable, authentic, and relevant in a drama/theatre work.
- **Standard L2.T.CR.6:** Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
- **Standard L2.T.CR.7:** Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
- **Standard L2.T.CR.8:** Generate ideas from research and script analysis to devise a performance that is believable, authentic, and relevant in a drama/theatre work.

Strand: PERFORM (L2.R.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of theatre works (**Standards L2.T.P.1–9**).

- **Standard L2.T.P.1:** Develop the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- **Standard L2.T.P.2:** Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
- **Standard L2.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard L2.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard L2.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity.
- **Standard L2.T.P.6:** Use imagination to inform artistic choices.
- **Standard L2.T.P.7:** Understand and apply technical elements to enhance activities and dramatizations.
- **Standard L2.T.P.8:** Explore various kinds of stage spaces, stage directions, areas of the stage and blocking techniques.
- **Standard L2.T.P.9:** Present a drama/theatre work using creative processes that shape the production for a specific audience.

Strand: RESPOND (L2.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L2.T.R.1–8**).

- **Standard L2.T.R.1:** Attend live performances of extended length and complexity; demonstrate an understanding of the protocols of audience behavior appropriate to the style of the performance.
- **Standard L2.T.R.2:** Evaluate responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard L2.T.R.3:** Critique a drama/theatre work and how it communicates a specific purpose to an audience.
- **Standard L2.T.R.4:** Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.
- **Standard L2.T.R.5:** Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- **Standard L2.T.R.6:** Develop detailed supporting evidence and criteria to reinforce and defend artistic choices when participating in or observing a drama/theatre work.
- **Standard L2.T.R.7:** Analyze why artistic choices are made in a drama/theatre work.
- **Standard L2.T.R.8:** Apply appropriate theatre terminology to evaluate the strengths and weaknesses of one's own or the group's work.

Strand: CONNECT (L2.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding (**Standards L2.T.CO.1–3**).

- **Standard L2.T.CO.1:** Choose and interpret a drama/theatre work to reflect or question personal beliefs.
- **Standard L2.T.CO.2:** Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
- **Standard L2.T.CO.3:** Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.

LEVEL 3

Strand: CREATE (L3.T.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (**Standards L3.T.CR.1–8**).

- **Standard L3.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard L3.T.CR.2:** Create and implement a major design element for a mainstage production.
- **Standard L3.T.CR.3:** Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and Western or non-Western theatre traditions.
- **Standard L3.T.CR.4:** Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.
- **Standard L3.T.CR.5:** Apply appropriate acting techniques and styles in performances of characters from a variety of dramatic genres and historical periods.
- **Standard L3.T.CR.6:** Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.
- **Standard L3.T.CR.7:** Refine, transform, and reimagine a devised or scripted drama/theatre work using the rehearsal process to invent or reimagine style, genre, form, technical design, and conventions.
- **Standard L3.T.CR.8:** Generate ideas from research and script analysis to devise a performance that is believable, authentic, and relevant in a drama/theatre work.

Strand: PERFORM (L3.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of drama works (**Standards L3.T.P.1–9**).

- **Standard L3.T.P.1:** Develop the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- **Standard L3.T.P.2:** Collaborate as a creative team to discover artistic solutions, and make interpretive choices in a devised or scripted drama/theatre work.

- **Standard L3.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard L3.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard L3.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity.
- **Standard L3.T.P.6:** Use imagination to inform artistic choices.
- **Standard L3.T.P.7:** Evaluate artistic choices in the use of technical elements in a production.
- **Standard L3.T.P.8:** Explore various kinds of stage spaces, stage directions, areas of the stage and blocking techniques.
- **Standard L3.T.P.9:** Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturgy.

Strand: RESPOND (L3.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L3.T.R.1–8**).

- **Standard L3.T.R.1:** Attend live performances of extended length and complexity, demonstrating an understanding of the protocols of audience behavior appropriate to the style of the performance.
- **Standard L3.T.R.2:** Articulate responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard L3.T.R.3:** Compare and debate the connection between a drama/theatre work and contemporary issues that may affect audiences.
- **Standard L3.T.R.4:** Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.
- **Standard L3.T.R.5:** Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
- **Standard L3.T.R.6:** Synthesize evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.
- **Standard L3.T.R.7:** Analyze and evaluate why artistic choices are made in a drama/theatre work.

- **Standard L3.T.R.8:** Apply appropriate theatre terminology to evaluate the strengths and weaknesses of own or the group’s work.

Strand: CONNECT (L3.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L3.T.CO.1–3**).

- **Standard L3.T.CO.1:** Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
- **Standard L3.T.CO.2:** Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.
- **Standard L3.T.CO.3:** Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.

SECONDARY VISUAL ARTS

GRADES 7 AND 8

VISUAL ARTS

7TH–8TH GRADE

Strand: CREATE (7–8.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards 7–8.V.CR.1–11**).

- **Standard 7–8.V.CR.1:** Apply methods to overcome creative blocks.
- **Standard 7–8.V.CR.2:** Document early stages of the creative process visually and/or verbally in traditional or new media.
- **Standard 7–8.V.CR.3:** Develop criteria to guide making a work of art or design to meet an identified goal.
- **Standard 7–8.V.CR.4:** Collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.
- **Standard 7–8.V.CR.5:** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- **Standard 7–8.V.CR.6:** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- **Standard 7–8.V.CR.7:** Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.
- **Standard 7–8.V.CR.8:** Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
- **Standard 7–8.V.CR.9:** Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

- **Standard 7–8.V.CR.10:** Select, organize, and design images and words to make visually clear and compelling presentations.
- **Standard 7–8.V.CR.11:** Reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Strand: PRESENT (7–8.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 7–8.V.P.1–4**).

- **Standard 7–8.V.P.1:** Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
- **Standard 7–8.V.P.2:** Develop and apply criteria for evaluating a collection of artwork for presentation.
- **Standard 7–8.V.P.3:** Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.
- **Standard 7–8.V.P.4:** Express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Strand: RESPOND (7–8.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards 7–8.V.R.1–6**).

- **Standard 7–8.V.R.1:** Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- **Standard 7–8.V.R.2:** Explain how a person’s aesthetic choices are influenced by culture and environment.
- **Standard 7–8.V.R.3:** Analyze multiple ways that images influence specific audience.
- **Standard 7–8.V.R.4:** Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- **Standard 7–8.V.R.5:** Interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics

of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.

- **Standard 7–8.V.R.6:** Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.

Strand: CONNECT (7–8.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards 7–8.V.CO.1–4**).

- **Standard 7–8.V.CO.1:** Individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community.
- **Standard 7–8.V.CO.2:** Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- **Standard 7–8.V.CO.3:** Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- **Standard 7–8.V.CO.4:** Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

LEVEL 1

Strand: CREATE (L1.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards L1.V.CR.1–6**).

- **Standard L1.V.CR.1:** Use multiple approaches to begin creative endeavors.
- **Standard L1.V.CR.2:** Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.
- **Standard L1.V.CR.3:** Engage in making a work of art or design without having a preconceived plan.
- **Standard L1.V.CR.4:** Explain how traditional and nontraditional materials may affect human health and environment, and demonstrate safe handling of materials, tools, and equipment.

- **Standard L1.V.CR.5:** Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- **Standard L1.V.CR.6:** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Strand: PRESENT (L1.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards L1.V.P.1–3**).

- **Standard L1.V.P.1:** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- **Standard L1.V.P.2:** Analyze and evaluate the reasons and ways an exhibition is presented.
- **Standard L1.V.P.3:** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Strand: RESPOND (L1.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer, as well as the creator (**Standards L1.V.R.1–4**).

- **Standard L1.V.R.1:** Hypothesize ways in which art influences perception and understanding of human experiences.
- **Standard L1.V.R.2:** Analyze how one’s understanding of the world is affected by experiencing visual imagery.
- **Standard L1.V.R.3:** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- **Standard L1.V.R.4:** Establish relevant criteria in order to evaluate a work of art or collection of works.

Strand: CONNECT (L1.V.CO.)

Students will relate artistic skills, ideas and work with personal meaning and external context (**Standards L1.V.CO.1–2**).

- **Standard L1.V.CO.1:** Document the process of developing ideas from early stages to fully elaborated ideas.

- **Standard L1.V.CO.2:** Describe how knowledge of culture, traditions, and history may influence personal responses to art.

LEVEL 2

Strand: CREATE (L2.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards L2.V.CR.1–6**).

- **Standard L2.V.CR.1:** Individually or collaboratively formulate new creative problems based on own existing artwork.
- **Standard L2.V.CR.2:** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- **Standard L2.V.CR.3:** Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation, practice, and persistence.
- **Standard L2.V.CR.4:** Demonstrate awareness of ethical implications of making and distributing creative work.
- **Standard L2.V.CR.5:** Redesign an object, system, place or design in response to contemporary issues.
- **Standard L2.V.CR.6:** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Strand: PRESENT (L2.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning through the manner in which the art is presented (**Standards L2.V.P.1–3**).

- **Standard L2.V.P.1:** Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- **Standard L2.V.P.2:** Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- **Standard L2.V.P.3:** Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Strand: RESPOND (L2.V.R.)

Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (**Standards L2.V.R.1–4**).

- **Standard L2.V.R.1:** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- **Standard L2.V.R.2:** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- **Standard L2.V.R.3:** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- **Standard L2.V.R.4:** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Strand: CONNECT (L2.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards L2.V.CO.1–2**).

- **Standard L2.V.CO.1:** Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
- **Standard L2.V.CO.2:** Compare uses of art in a variety of societal, cultural, and historical contexts, making connections to uses of art in contemporary and local contexts.

LEVEL 3

Strand: CREATE (L3.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards L3.V.CR.1–6**).

- **Standard L3.V.CR.1:** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can effect social change.
- **Standard L3.V.CR.2:** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme, idea, or concept.
- **Standard L3.V.CR.3:** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- **Standard L3.V.CR.4:** Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- **Standard L3.V.CR.5:** Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

- **Standard L3.V.CR.6:** Reflect on, re-engage in, revise, and refine works of art or design considering relevant traditional and contemporary criteria, as well as personal artistic vision.

Strand: PRESENT (L3.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards L3.V.P.1–3**).

- **Standard L3.V.P.1:** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- **Standard L3.V.P.2:** Investigate, compare, and contrast methods for preserving and protecting art.
- **Standard L3.V.P.3:** Curate a collection of objects, artifacts, or artwork to affect the viewer’s understanding of social, cultural, and/or political experiences.

Strand: RESPOND (L3.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards L3.V.R.1–4**).

- **Standard L3.V.R.1:** Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- **Standard L3.V.R.2:** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- **Standard L3.V.R.3:** Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- **Standard L3.V.R.4:** Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Strand: CONNECT (L3.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards L3.V.CO.1–2**).

- **Standard L3.V.CO.1:** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
- **Standard L3.V.CO.2:** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.



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