UTAH CORE STANDARDS

FINE ARTS

UTAH STATE OFFICE OF EDUCATION 250 EAST 500 SOUTH P.O. BOX 144200 SALT LAKE CITY, UTAH 84114-4200 SYDNEE DICKSON, INTERIM STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

ADA Compliant 1/9/2020

Utah STATE OFFICE of Education

UTAH CORE STATE STANDARDS
for
FINE ARTS

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

ADA Compliant 1/9/2020

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.

UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200
http://schoolboard.utah.gov

District	*Name*	*City*
District 1	**Terryl Warner**	Hyrum, UT 84319
District 2	**Spencer F. Stokes**	Ogden, UT 84403
District 3	**Linda B. Hansen**	West Valley City, UT 84120
District 4	**David L. Thomas**	South Weber, UT 84405
District 5	**Laura Belnap**	Bountiful, UT 84010
District 6	**Brittney Cummins**	West Valley City, UT 84120
District 7	**Leslie B. Castle**	Salt Lake City, UT 84108
District 8	**Jennifer A. Johnson**	Murray, UT 84107
District 9	**Joel Wright**	Cedar Hills, UT 84062
District 10	**David L. Crandall**	Draper, UT 84020
District 11	**Jefferson Moss**	Saratoga Springs, UT 84045
District 12	**Dixie L. Allen**	Vernal, UT 84078
District 13	**Stan Lockhart**	Provo, UT 84604
District 14	**Mark Huntsman**	Fillmore, UT 84631
District 15	**Barbara W. Corry**	Cedar City, UT 84720
	Sydnee Dickson	Interim Chief Executive Officer
	Lorraine Austin	Secretary to the Board

2/24/16

ADA Compliant 1/9/2020

Table of Contents

Introduction ix

Utah CoreStandards for the FINE ARTS

Kindergarten
- Dance 1
- Drama 2
- Music 4
- Visual Arts 5

Grade 1
- Dance 7
- Drama 8
- Music 10
- Visual Arts 11

Grade 2
- Dance 13
- Drama 14
- Music 16
- Visual Arts 18

Grade 3
- Dance 21
- Drama 22
- Music 24
- Visual Arts 26

Grade 4
- Dance 29
- Drama 30
- Music 32
- Visual Arts 34

Grade 5
- Dance 37
- Drama 39
- Music 41
- Visual Arts 43

Grade 6
- Dance 45
- Drama 47
- Music 49
- Visual Arts 51

ADA Compliant 1/9/2020

Secondary Dance
7th–8th Grade 55
Level 1 57
Level 2 59
Level 3 62

Secondary Media Arts
7th–8th Grade 65
Level 1 67
Level 2 69
Level 3 71

Secondary Music—General
7th–8th Grade 75

Secondary Music—Choir
Level 1 77
Level 2 79
Level 3 81

Secondary Music—Instrumental
Level 1 83
Level 2 85
Level 3 87

Secondary Music—Theory/Composition
Level 1 89
Advanced 91

Secondary Theatre
7th–8th Grade 95
Level 1 97
Level 2 99
Level 3 102

Secondary Visual Arts
7th–8th Grade 105
Level 1 107
Level 2 109
Level 3 110

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.

ADA Compliant 1/9/2020

KINDERGARTEN

DANCE

Strand: CREATE (K.D.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works **(Standards K.D.CR.1–4)**.

- **Standard K.D.CR.1:** Demonstrate willingness to try new ideas when creating dance.
- **Standard K.D.CR.2:** Explore movement inspired by a variety of stimuli.
- **Standard K.D.CR.3:** Express an idea, feeling, or image while improvising a dance that has a beginning, middle, and end.
- **Standard K.D.CR.4:** Respond to suggestions and change movement through guided improvisational experiences.

Strand: PERFORM (K.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 K.D.P.1–7)**.

- **Standard K.D.P.1:** Maintain personal space while in group formations and start and stop on time.
- **Standard K.D.P.2:** Make still and moving body shapes that show lines.
- **Standard K.D.P.3:** Move body parts one at a time and in a variety of combinations.
- **Standard K.D.P.4:** Demonstrate locomotor and non-locomotor movements.
- **Standard K.D.P.5:** Demonstrate contrasts in tempo by matching movement to a given beat.
- **Standard K.D.P.6:** Apply different qualities of movement.
- **Standard K.D.P.7:** Dance for and with others using established performance etiquette.

Strand: RESPOND (K.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 K.D.R.1–2)**.

ADA Compliant 1/9/2020

- **Standard K.D.R.1:** Select movements from a dance and explain how the movements suggest an idea.
- **Standard K.D.R.2:** Identify and demonstrate a movement within a dance, and explain why it is fun to watch and do.

Strand: CONNECT (K.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 K.D.CO.1–2)**.

- **Standard K.D.CO.1:** Recognize and name emotions experienced when watching, improvising, or performing dance, and relate it to a personal experience.
- **Standard K.D.CO.2:** Describe and demonstrate movements organized around a specific topic.

DRAMA

Strand: CREATE (K.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works **(Standards K.D.CR.1–5)**.

- **Standard K.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard K.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard K.T.CR.3:** Create a scene or play with a beginning, middle, and end.
- **Standard K.T. CR.4:** Define roles and responsibilities and participate in group decision making.
- **Standard K.T.CR.5:** Create character through physical movement, gesture, sound, and/or speech and facial expression.

Strand: PERFORM (K.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 K.T.P.1–9)**.

- **Standard K.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.

- **Standard K.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard K.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard K.T.P.4:** Use the body to communicate meaning through space, shape, energy, and gesture.
- **Standard K.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard K.T.P.6:** Use imagination to support artistic choices.
- **Standard K.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard K.T.P.8:** Develop audience awareness in dramatic play and experiences.
- **Standard K.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (K.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 K.T.R.1–4)**.

- **Standard K.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard K.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard K.T.R.3:** Identify what drama is and how it happens.
- **Standard K.T.R.4:** Give and accept constructive feedback, using selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (K.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 K.T.CO.1–2)**.

- **Standard K.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard K.T.CO.2:** Identify connections to other content areas in dramatic play or guided drama experiences.

MUSIC

Strand: CREATE (K.M.CR.)

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

- **Standard K.M.CR.1:** Explore music concepts of steady beat, timbre, and melody, and generate musical ideas using limited tone sets and simple meters.
- **Standard K.M.CR.2:** Demonstrate favorite musical ideas and state personal reasons for choosing them.
- **Standard K.M.CR.3:** Organize musical ideas using iconic notation or recordings.
- **Standard K.M.CR.4:** Apply personal, peer, and teacher feedback to refine personal musical ideas.

Strand: PERFORM (K.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 K.M.P.1–4)**.

- **Standard K.M.P.1:** Identify and discuss basic elements in music to be performed, and state personal interest in various performance pieces.
- **Standard K.M.P.2:** Explore the effects of various timbres, dynamic levels and tempos using voice, movement, and simple instruments.
- **Standard K.M.P.3:** Develop these skills and concepts essential to music performance:
  - **a.** Explore the range and various qualities of the voice.
  - **b.** Sing a variety of simple songs in tune.
  - **c.** Sing and identify two-note melodic patterns.
  - **d.** Perform a rhyme or song with teacher accompaniment.
  - **e.** Perform steady beat with body percussion or un-pitched percussion.
  - **f.** Perform beat versus rhythm.
  - **g.** Perform and identify one sound per beat and two sounds per beat.
  - **h.** Perform music with expression.
  - **i.** Respond to the conductor to start, stop, and stay together.
- **Standard K.M.P.4:** Demonstrate appropriate practice and performance behavior.

Strand: RESPOND (K.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 K.M.R.1–4)**.

- **Standard K.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns, and expressive elements.
- **Standard K.M.R.2:** Describe feelings conveyed by a music selection and identify elements in a music selection that elicit feelings.
- **Standard K.M.R.3:** Show feelings conveyed by music through movement.
- **Standard K.M.R.4:** Identify which of two strongly contrasting selections of music is the favorite, and tell why by naming the element or feeling.

Strand: CONNECT (K.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 K.M.CO.1–4)**.

- **Standard K.M.CO.1:** Sing folk songs and singing games from other cultures.
- **Standard K.M.CO.2:** Describe how music relates to personal and social experience.
- **Standard K.M.CO.3:** Share a favorite song learned at home or describe a family musical tradition.
- **Standard K.M.CO.4:** Explore and demonstrate learning in another content area through music.

VISUAL ARTS

Strand: CREATE (K.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 K.V.CR.1–3)**.

- **Standard K.V.CR.1:** Engage in self-directed exploration and imaginative play with art materials, and engage collaboratively in creative art-making in response to an artistic problem.
- **Standard K.V.CR.2:** Build skills in various media and approaches to art-making; use art materials, tools, and equipment in a safe way; and create art that communicates a story about a natural or constructed environment.
- **Standard K.V.CR.3:** Share and talk about the artwork and the process of making art while creating.

ADA Compliant 1/9/2020

Strand: PRESENT (K.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 K.V.P.1–3)**.

- **Standard K.V.P.1:** Select art objects for personal portfolio and display, giving explanation for choices.
- **Standard K.V.P.2:** Explain the purpose of the portfolio or collection.
- **Standard K.V.P.3:** Explain what an art museum is, and distinguish how it is different from other buildings and venues.

Strand: RESPOND (K.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator **(Standards K.V.R.1–3)**.

- **Standard K.V.R.1:** Recognize art, identify its uses within one's personal environment, and describe what an image represents.
- **Standard K.V.R.2:** Identify subject matter and describe relevant details.
- **Standard K.V.R.3:** Explain reasons for selecting a preferred art work.

Strand: CONNECT (K.V.CO.)

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

- **Standard K.V.CO.1:** Explore the world using descriptive and expressive words, and create art that tells a story about a life experience.
- **Standard K.V.CO.2:** Recognize that people of many cultures make art, and identify a cultural purpose of an artwork.

GRADE 1

DANCE

Strand: CREATE (1.D.CR.)

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

- **Standard 1.D.CR.1:** Demonstrate willingness to try new ideas when creating dance.
- **Standard 1.D.CR.2:** Explore movement inspired by a variety of stimuli.
- **Standard 1.D.CR.3:** Express an idea, feeling, or image while improvising a dance that has a beginning, middle, and end.
- **Standard 1.D.CR.4:** Respond to suggestions and change movement through guided improvisational experiences or short remembered sequences.

Strand: PERFORM (1.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 1.D.P.1–7)**.

- **Standard 1.D.P.1:** Demonstrate moving safely through the space using a range of activities and in and out of spatial arrangements while maintaining personal space.
- **Standard 1.D.P.2:** Make still and moving body shapes that show contrast.
- **Standard 1.D.P.3:** Move body parts one at a time and in a variety of combinations.
- **Standard 1.D.P.4:** Demonstrate locomotor and non-locomotor movements.
- **Standard 1.D.P.5:** Recognize a steady beat and move to varying tempos.
- **Standard 1.D.P.6:** Demonstrate a variety of movement qualities while dancing.
- **Standard 1.D.P.7:** Dance for and with others using established performance etiquette.

Strand: RESPOND (1.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 1.D.R.1–2)** .

- **Standard 1.D.R.1:** Select movements from a dance, and explain how the movements suggest an idea.
- **Standard 1.D.R.2:** Identify and demonstrate movements within a dance, and describe the characteristics that make the movements interesting.

Strand: CONNECT (1.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 1.D.CO.1–2)**.

- **Standard 1.D.CO.1:** Recognize and name emotions experienced when watching, improvising or performing dance, and relate it to a personal experience.
- **Standard 1.D.CO.2:** Describe and demonstrate movements organized around a specific topic.

DRAMA

Strand: CREATE (1.T.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works **(Standards 1.T.CR.1–5)**.

- **Standard 1.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 1.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 1.T.CR.3:** Create a scene or play with a beginning, middle, and end.
- **Standard 1.T.CR.4:** Define roles and responsibilities and participate in group decision-making.
- **Standard 1.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression.

Strand: PERFORM (1.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 dramatic works **(Standards 1.T.P.1–9)**.

- **Standard 1.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable dramatic work.

- **Standard 1.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 1.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard 1.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard 1.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard 1.T.P.6:** Use imagination to support artistic choices.
- **Standard 1.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 1.T.P.8:** Develop audience awareness in dramatic play and experiences.
- **Standard 1.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (1.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 1.T.R.1–4)**.

- **Standard 1.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 1.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 1.T.R.3:** Identify what drama is and how it happens.
- **Standard 1.T.R.4:** Give and accept constructive feedback, and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (1.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 1.T.CO.1–2)**.

- **Standard 1.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 1.T.CO.2:** Identify connections to other content areas in dramatic play or guided drama experiences.

MUSIC

Strand: CREATE (1.M.CR.)

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

- **Standard 1.M.CR.1:** Generate musical ideas for a specific purpose using limited tone sets and simple meters.
- **Standard 1.M.CR.2:** Demonstrate and discuss personal reasons for choosing favorite musical ideas.
- **Standard 1.M.CR.3:** Organize personal musical ideas using iconic notation or recordings.
- **Standard 1.M.CR.4:** Apply personal, peer, and teacher feedback to refine personal musical ideas.

Strand: PERFORM (1.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 1.M.P.1–4)**.

- **Standard 1.M.P.1:** State personal interest in various music selections to be performed, and discuss basic elements of music to be performed.
- **Standard 1.M.P.2:** Explore the effects of various timbres, dynamic levels and tempos, using voice, movement, and simple instruments.
- **Standard 1.M.P.3:** Develop techniques and concepts to refine work for presentation by:
  - **a.** Exploring the range and various qualities of the voice.
  - **b.** Singing a variety of simple songs.
  - **c.** Responding to visual representations of melodic contour and pitch patterns.
  - **d.** Performing a rhyme or song with one rhythmic ostinato.
  - **e.** Performing beat versus rhythm.
  - **f.** Responding with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
  - **g.** Demonstrating persistence and cooperation in refining performance pieces.
- **Standard 1.M.P.4:** Watch and follow the conductor to start, stop, and stay together, and demonstrate appropriate performance behavior.

Strand: RESPOND (1.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 1.M.R.1–3)**.

- **Standard 1.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns, and expressive elements.
- **Standard 1.M.R.2:** Describe feelings conveyed by a music selection, identify elements in a music selection that elicit feelings, show feelings conveyed by music through movement, and predict the use of a music selection.
- **Standard 1.M.R.3:** Identify which of two strongly contrasting selections of music is the favorite, and tell why by naming the element or feeling.

Strand: CONNECT (1.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 1.M.CO.1–2)**.

- **Standard 1.M.CO.1:** Describe how music relates to personal experience, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.
- **Standard 1.M.CO.2:** Sing folk songs and singing games from other cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ARTS

Strand: CREATE (1.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 1.V.CR.1–3)**.

- **Standard 1.V.CR.1:** Engage collaboratively in exploration and imaginative play with art materials, and use observation and investigation in preparation for making a work of art.
- **Standard 1.V.CR.2:** Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- **Standard 1.V.CR.3:** Use art vocabulary to describe choices while creating art.

Strand: PRESENT (1.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 1.V.P.1–3)**.

- **Standard 1.V.P.1:** Explain why some objects, artifacts, and artworks are valued over others.
- **Standard 1.V.P.2:** Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- **Standard 1.V.P.3:** Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Strand: RESPOND (1.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator **(Standards 1.V.R.1–3)**.

- **Standard 1.V.R.1:** Select and describe works of art that illustrate daily life experiences of one's self and others, and compare images that represent the same subject.
- **Standard 1.V.R.2:** Interpret art by categorizing subject matter and identifying the characteristics of form.
- **Standard 1.V.R.3:** Classify artwork based on different reasons for preferences.

Strand: CONNECT (1.V.CO.)

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

- **Standard 1.V.CO.1:** Identify times, places, and reasons by which students make art outside of school.
- **Standard 1.V.CO.2:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons.

GRADE 2

DANCE

Strand: CREATE (2.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works **(Standards 2.D.CR.1–4)**.

- **Standard 2.D.CR.1:** Demonstrate willingness to work with partners when creating dance.
- **Standard 2.D.CR.2:** Explore movement inspired by a variety of stimuli.
- **Standard 2.D.CR.3:** Express an idea, feeling, or image while improvising a dance that has a beginning, middle, and end.
- **Standard 2.D.CR.4:** Reflect on movement choices and change movement through guided improvisational experiences or short remembered sequences.

Strand: PERFORM (2.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 2.D.P.1–7)**.

- **Standard 2.D.P.1:** Move safely in general space through a range of activities and group formations while maintaining personal space.
- **Standard 2.D.P.2:** Identify symmetrical and asymmetrical body shapes.
- **Standard 2.D.P.3:** Move body parts one at a time and in a variety of combinations.
- **Standard 2.D.P.4:** Demonstrate clear pathways and intent when performing locomotor and non-locomotor movements.
- **Standard 2.D.P.5:** Identify and demonstrate contrasts in tempo and rhythm through movement.
- **Standard 2.D.P.6:** Demonstrate a variety of movement qualities while dancing.
- **Standard 2.D.P.7:** Dance for and with others using performance etiquette where the audience and performers occupy different space, and use limited production elements.

Strand: RESPOND (2.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 2.D.R.1–2)**.

- **Standard 2.D.R.1:** Use basic dance terminology to describe how movement suggests an idea.
- **Standard 2.D.R.2:** Describe the characteristics of dances from a genre or culture that make the movements interesting, giving reasons for the choices of movement.

Strand: CONNECT (2.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 2.D.CO.1–2)**.

- **Standard 2.D.CO.1:** Observe a work of visual art asking questions for discussion, then describe and express through movement something of interest about the artwork.
- **Standard 2.D.CO.2:** Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

DRAMA

Strand: CREATE (2.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works **(Standards 2.T.CR.1–5)**.

- **Standard 2.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 2.R.CR.2:** Arrange the physical playing space to communicate mode, time, and locale.
- **Standard 2.T.CR.3:** Create a scene or play with a beginning, middle, and end.
- **Standard 2.T.CR.4:** Define roles and responsibilities and participate in group decision making.
- **Standard 2.T.CR.5:** Create character through physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.

Strand: PERFORM (2.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 dramatic works **(Standards 2.T.P.1–9)**.

- **Standard 2.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.
- **Standard 2.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 2.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard 2.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard 2.T.P. 5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard 2.T.P.6:** Use imagination to support artistic choices.
- **Standard 2.T.P.7:** Select materials to be use for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 2.T.P.8:** Develop audience awareness in dramatic play and experiences.
- **Standard 2.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (2.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 2.T.R.1–4)**.

- **Standard 2.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 2.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 2.T.R.3:** Identify what drama is and how it happens.
- **Standard 2.T.R.4:** Give and accept constructive feedback; and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (2.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 2.T.CO.1–2)**.

- **Standard 2.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 2.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres and styles, and identify connections to other content areas in dramatic play and guided drama experiences.

MUSIC

Strand: CREATE (2.M.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works **(Standards 2.M.CR.1–3)**.

- **Standard 2.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using limited tone sets and simple meters.
- **Standard 2.M.CR.2:** Demonstrate and discuss personal reasons for selecting patterns and ideas to represent expressive intent, and organize personal musical ideas using iconic notation or recordings.
- **Standard 2.M.CR.3:** Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas, and convey expressive intent for a specific purpose in a final version of personal musical ideas.

Strand: PERFORM (2.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 2.M.P.1–11)**

- **Standard 2.M.P.1:** State personal interest in and purpose of various music selections to be performed.
- **Standard 2.M.P.2:** Discuss basic elements of music to be performed.
- **Standard 2.M.P.3:** Explore the effects of various timbres, dynamic levels, and tempos using voice, movement, and simple instruments.
- **Standard 2.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, using a natural, unstrained voice.
- **Standard 2.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.

- **Standard 2.M.P.6:** Perform simple two-part rounds and rhythmic or melodic ostinatos.
- **Standard 2.M.P.7:** Perform and identify beat versus rhythm, patterns of strong and weak beats, and short, simple rhythm patterns.
- **Standard 2.M.P.8:** Respond with body percussion, voice or simple instruments to visual representations of rhythm patterns.
- **Standard 2.M.P.9:** Respond to dynamics symbols of piano and forte.
- **Standard 2.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 2.M.P.11:** Perform music with a specific purpose, expression, and technical accuracy; watch and follow the conductor to perform dynamics and to start, stop, and stay together; and demonstrate appropriate performance behavior.

Strand: RESPOND (2.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 2.M.R.1–3)**.

- **Standard 2.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, and melody.
- **Standard 2.M.R.2:** Describe imagery conveyed by a music selection, identify elements in a music selection that elicit feelings or inspire imagery, show feelings conveyed by music through movement or drawing, and predict the use of a music selection.
- **Standard 2.M.R.3:** Choose, individually or as a class, which piece is most interesting, and identify elements that elicit interest in music selections.

Strand: CONNECT (2.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 2.M.CO.1–2)**.

- **Standard 2.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.
- **Standard 2.M.CO.2:** Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

ADA Compliant 1/9/2020

VISUAL ARTS

Strand: CREATE (2.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 2.V.CR.1–5)**.

- **Standard 2.V.CR.1:** Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- **Standard 2.V.CR.2:** Experiment with various materials and tools to explore personal interest in a work of art or design.
- **Standard 2.V.CR.3:** Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- **Standard 2.V.CR.4:** Repurpose objects to make something new.
- **Standard 2.V.CR.5:** Discuss and reflect with peers about choices made in creating artwork.

Strand: PRESENT (2.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 2.V.P.1–3)**.

- **Standard 2.V.P.1:** Categorize artwork based on a theme or concept for an exhibit.
- **Standard 2.V.P.2:** Distinguish between different materials or artistic techniques for preparing artwork for presentation.
- **Standard 2.V.P.3:** Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Strand: RESPOND (2.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator **(Standards 2.V.R.1–3)**.

- **Standard 2.V.R.1:** Perceive and describe aesthetic characteristics of one's natural world and constructed environments, and categorize images based on expressive properties.
- **Standard 2.V.R.2:** Identify the mood suggested by a work of art and describe relevant subject matter and characteristics of form.

- **Standard 2.V.R.3:** Use learned art vocabulary to express preferences about artwork.

Strand: CONNECT (2.V.CO.)

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

- **Standard 2.V.CO.1:** Create works of art about events in home, school, or community life.
- **Standard 2.V.CO.2:** Compare and contrast cultural uses of artwork from different times and places.

GRADE 3

DANCE

Strand: CREATE (3.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works **(Standards 3.D.CR.1–4)**.

- **Standard 3.D.CR.1:** Demonstrate willingness to take turns leading and following when creating dance with others.
- **Standard 3.D.CR.2:** Experiment with a variety of self-identified stimuli for movement, and explore a given movement problem by improvising, selecting, and demonstrating possible solutions.
- **Standard 3.D.CR.3:** Improvise and create a dance phrase, alone or with others, that expresses and communicates an idea or feeling.
- **Standard 3.D.CR.4:** Identify and experiment with ways to manipulate a dance phrase, discuss the effect of movement choices, and revise in response to feedback.

Strand: PERFORM (3.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 3.D.P.1–9)**.

- **Standard 3.D.P.1:** Cooperate with a partner or other dancers to safely change levels, directions, and pathway designs in near-, mid-, and far-range movement.
- **Standard 3.D.P.2:** Demonstrate shapes with positive and negative space.
- **Standard 3.D.P.3:** Replicate body shapes, movement characteristics, and movement patterns with self-awareness and body control.
- **Standard 3.D.P.4:** Combine locomotor and non-locomotor movements for skill development.
- **Standard 3.D.P.5:** Respond in movement to even and uneven rhythms.
- **Standard 3.D.P.6:** Identify, perform and describe movements and phrases with contrasting energy and dynamics.

ADA Compliant 1/9/2020

- **Standard 3.D.P.7:** Recall movement sequences with a partner or in group dance activities.
- **Standard 3.D.P.8:** Apply constructive feedback from teacher, peers, and self to improve dance skills.
- **Standard 3.D.P.9:** Use performance etiquette and performance practices during class, rehearsal, and performance and explore simple production elements and vocabulary.

Strand: RESPOND (3.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 3.D.R.1–2)**.

- **Standard 3.D.R.1:** Use basic terminology to describe movement characteristics and patterns, select specific movement cues, and explain how they relate to the main idea of the dance.
- **Standard 3.D.R.2:** Select dance movements from specific genres, styles or cultures, and identify and describe the movement characteristics that make dance artistic. Discuss why the movements were chosen.

Strand: CONNECT (3.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 3.D.CO.1–3)**.

- **Standard 3.D.CO.1:** Respond to a dance work using a set of questions, create movement using ideas from responses, and explain how certain movements express a specific idea.
- **Standard 3.D.CO.2:** Connect a work of dance with a personal experience.
- **Standard 3.D.CO.3:** Find a relationship between movement in a dance and the culture where it originated; explain what the movements communicate about key aspects of the culture.

DRAMA

Strand: CREATE (3.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works **(Standards 3.T.CR.1–5)**.

- **Standard 3.T.CR.1:** Develop imagination to create artistic ideas and work.

- **Standard 3.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 3.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when and why.
- **Standard 3.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 3.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.

Strand: PERFORM (3.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 3.T.P.1–9)**.

- **Standard 3.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and discover how choices shape believable and sustainable drama/theatre work.
- **Standard 3.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 3.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard 3.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard 3.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard 3.T.P.6:** Use imagination to support artistic choices.
- **Standard 3.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 3.T.P.8:** Develop audience awareness using and understanding stage directions and basic blocking techniques.
- **Standard 3.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (3.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 3.T.R.1–4)**.

- **Standard 3.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 3.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 3.T.R.3:** Identify what drama is and how it happens.
- **Standard 3.T.R.4:** Give and accept constructive feedback and use selective criteria to evaluate what is seen, heard, and understood in dramatizations

Strand: CONNECT (3.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 3.T.CO.1–2)**.

- **Standard 3.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 3.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres, and styles; and identify historical, global, and social issues and connect them through a drama/theatre work.

MUSIC

Strand: CREATE (3.M.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works **(Standards 3.M.CR.1–3)**.

- **Standard 3.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using a specific tone set and simple meters.
- **Standard 3.M.CR.2:** Select and demonstrate musical ideas to express intent while connecting to purpose and context, and organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.
- **Standard 3.M.CR.3:** Evaluate and refine work, apply teacher-provided criteria and collaboratively developed guidelines and feedback, and present the final version of created music and describe connection to expressive intent.

Strand: PERFORM (3.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 3.M.P.1–11)**.

- **Standard 3.M.P.1:** Explain how the selection of music to perform is influenced by personal interest, purpose, and context.
- **Standard 3.M.P.2:** Explore the effects of various dynamic levels, tempos, and articulations.
- **Standard 3.M.P.3:** With guidance, discuss and explore expressive elements in music to be performed.
- **Standard 3.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, with good vocal tone.
- **Standard 3.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.
- **Standard 3.M.P.6:** Perform two- and three-part pentatonic rounds, partner songs, and rhythmic or pentatonic ostinatos.
- **Standard 3.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.
- **Standard 3.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- **Standard 3.M.P.9:** Respond to musical terms and markings for tempo.
- **Standard 3.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 3.M.P.11:** Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (3.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 3.M.R.1–8)**.

- **Standard 3.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 3.M.R.2:** Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.
- **Standard 3.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 3.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 3.M.R.5:** Identify and describe elements that make contrasting music selections different from each other.

ADA Compliant 1/9/2020

- **Standard 3.M.R.6:** Explore/express feelings conveyed by a music selection through movement or drawing.
- **Standard 3.M.R.7:** Compare personal interpretation of a music selection with composer's intent.
- **Standard 3.M.R.8:** Choose, individually or as a class, which piece is most interesting, and identify elements which elicit interest in music selections.

Strand: CONNECT (3.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 3.M.R.1–2)**.

- **Standard 3.M.R.1:** Describe how music relates to personal, social, emotional, and intellectual development; use life experience and additional content knowledge to inspire and respond to music and deepen understanding of another content area through music.
- **Standard 3.M.R.2:** Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ARTS

Strand: CREATE (3.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 3.V.CR.1–5)**.

- **Standard 3.V.CR.1:** Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- **Standard 3.V.CR.2:** Create a personally satisfying artwork using a variety of artistic processes and materials.
- **Standard 3.V.CR.3:** Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
- **Standard 3.V.CR.4:** Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- **Standard 3.V.CR.5:** Elaborate visual information by adding details in an artwork to enhance meaning.

Strand: PRESENT (3.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 3.V.P.1–3)**.

- **Standard 3.V.P.1:** Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
- **Standard 3.V.P.2:** Identify exhibit space and prepare works of art, including artists' statements, for presentation.
- **Standard 3.V.P.3:** Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Strand: RESPOND (3.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator **(Standards 3.V.R.1–3)**.

- **Standard 3.V.R.1:** Contemplate about the processes an artist uses to create a work of art, and determine messages communicated by an image.
- **Standard 3.V.R.2:** Analyze use of media to create subject matter, characteristics of form and mood.
- **Standard 3.V.R.3:** Evaluate an artwork based on given criteria.

Strand: CONNECT (3.V.CO.)

Students will relate artistic skills, ideas and work with personal meaning and external context **(Standards 3.V.CO.1–2)**.

- **Standard 3.V.CO.1:** Develop a work of art based on observations of surroundings.
- **Standard 3.V.C0.2:** Recognize that responses to art change, depending on knowledge of the time and place in which it was made.

ADA Compliant 1/9/2020

GRADE 4

DANCE

Strand: CREATE (4.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works **(Standards 4.D.CR.1–5)**.

- **Standard 4.D.CR.1:** Demonstrate willingness to listen to others' ideas and cooperate when creating dance.
- **Standard 4.D.CR.2:** Identify ideas for choreography generated from a variety of stimuli to solve given movement problems.
- **Standard 4.D.CR.3:** Develop a dance study, alone or with others, that expresses and communicates a main idea.
- **Standard 4.D.CR.4:** Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and discuss the reasons for movement choices and the effectiveness of movement choices.
- **Standard 4.D.CR.5:** Revise movement based on peer feedback and self-reflection to improve a short dance study and explain the changes made.

Strand: PERFORM (4.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 4.D.P.1–10)**.

- **Standard 4.D.P.1:** Establish spatial relationships with other dancers while safely using levels, directions, focus, and pathway designs in near-, mid-, and far-range movement.
- **Standard 4.D.P.2:** Make still and moving shapes with positive and negative space.
- **Standard 4.D.P.3:** Analyze and demonstrate how body parts align for safe and efficient movement in activities that extend range of movement, build strength, and develop endurance.
- **Standard 4.D.P.4:** Demonstrate fundamental dance skills through locomotor and non-locomotor sequences.
- **Standard 4.D.P.5:** Differentiate and perform movement with metric and irregular phrasing and respond to tempo changes as they occur in dance and music.

- **Standard 4.D.P.6:** Analyze, describe, and perform movement phrases using contrasting energy and dynamic changes.
- **Standard 4.D.P.7:** Recall and replicate movement sequences with a partner or in group dance activities.
- **Standard 4.D.P.8:** Apply constructive feedback from teacher, peers, and self to improve dance performance.
- **Standard 4.D.P.9:** Use performance etiquette and performance practices during class, rehearsal, and in formal and informal performance spaces.
- **Standard 4.D.P.10:** Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

Strand: RESPOND (4.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 4.D.R.1–2)**.

- **Standard 4.D.R.1:** Use basic dance terminology to describe patterns of movement that create a style or theme.
- **Standard 4.D.R.2:** Discuss the characteristics that make a dance artistic.

Strand: CONNECT (4.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 4.D.CO.1–2, 4)**.

- **Standard 4.D.CO.1:** Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.
- **Standard 4.D.CO.2:** Select a topic of study in school and develop research questions to explore, then choreograph movements that relate key aspects about the topic that communicate the information; discuss what was learned from researching the question and creating the dance.
- **Standard 4.D.CO.4:** Select and describe movements in a specific genre or style, and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

DRAMA

Strand: CREATE (4.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works **(Standards 4.T.CR.1–7)**.

- **Standard 4.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 4.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 4.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when and why.
- **Standard 4.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 4.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression.
- **Standard 4.T.CR.6:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.
- **Standard 4.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise.

Strand: PERFORM (4.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 4.T.P.1–9)**.

- **Standard 4.T.P.1:** Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.
- **Standard 4.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 4.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard 4.T.P.4:** Communicate meaning using the body through space, shape, energy and gesture.
- **Standard 4.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.
- **Standard 4.T.P.6:** Use imagination to support artistic choices.
- **Standard 4.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 4.T.P.8:** Develop audience awareness using and understanding stage directions and basic blocking techniques.
- **Standard 4.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.

Strand: RESPOND (4.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 4.T.R.1–5)**.

- **Standard 4.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 4.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 4.T.R.3:** Identify what drama is and how it happens.
- **Standard 4.T.R.4:** Give and accept constructive feedback, analyze and describe strengths and weaknesses of own work.
- **Standard 4.T.R.5:** Use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (4.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 4.T.CO.1–2)**.

- **Standard 4.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 4.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres, and styles; identify the characters, setting, plot, theme and conflict in these plays and stories; and identify historical, global, and social issues connecting them through a drama/theatre work.

MUSIC

Strand: CREATE (4.M.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works **(Standards 4.M.CR.1–6)**.

- **Standard 4.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas.
- **Standard 4.M.CR.2:** Explain the connection of musical ideas to specific purpose and context.
- **Standard 4.M.CR.3:** Generate musical ideas using specific tonalities, meters and simple chord changes.
- **Standard 4.M.CR.4:** Select and demonstrate musical ideas to express intent while connecting to purpose and context.

- **Standard 4.M.CR.5:** Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.
- **Standard 4.M.CR.6:** Evaluate and refine work; apply teacher-provided criteria and collaboratively developed guidelines and feedback; and present the final version of created music and describe connection to expressive intent.

Strand: PERFORM (4.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 4.M.P.1–11)**.

- **Standard 4.M.P.1:** Explain how the selection of music to perform is influenced by personal interest, purpose, context and knowledge and skills.
- **Standard 4.M.P.2:** Explore the effects of various dynamic levels, tempos, and articulations.
- **Standard 4.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- **Standard 4.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, with good vocal tone and clear diction.
- **Standard 4.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.
- **Standard 4.M.P.6:** Perform two- and three-part pentatonic rounds, partner songs and rhythmic or pentatonic ostinatos.
- **Standard 4.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice and simple instruments.
- **Standard 4.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- **Standard 4.M.P.9:** Respond to musical terms and markings for tempo.
- **Standard 4.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 4.M.P.11:** Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (4.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 4.M.R.1–8)**.

- **Standard 4.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 4.M.R.2:** Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.
- **Standard 4.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 4.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 4.M.R.5:** Identify and describe elements that make contrasting music selections different from each other.
- **Standard 4.M.R.6:** Explore/express feelings conveyed by a music selection through movement or drawing.
- **Standard 4.M.R.7:** Compare personal interpretation of a music selection with composer's intent.
- **Standard 4.M.R.8:** Describe elements and characteristics evident in a meaningful, enjoyable, well-performed piece of music, and apply teacher-provided criteria to evaluate musical works or performances.

Strand: CONNECT (4.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 4.M.CO.1–3)**.

- **Standard 4.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- **Standard 4.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- **Standard 4.M.CO.3:** Experience and explore music which connects us to history, culture, heritage, and community, and identify connections between a music genre and cultural or historical contexts.

VISUAL ARTS

Strand: CREATE (4.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 4.V.CR.1–4)**.

- **Standard 4.V.CR.1:** Brainstorm multiple approaches to a creative art or design problem.
- **Standard 4.V.CR.2:** Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.
- **Standard 4.V.CR.3:** Explore and invent art-making techniques and approaches by utilizing and caring for materials, tools, and equipment in a manner that prevents danger to oneself and others when making art, and by documenting, describing, and representing regional constructed environments.
- **Standard 4.V.CR.4:** Revise artwork in progress on the basis of insights gained through peer discussion.

Strand: PRESENT (4.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 4.V.P.1–3)**.

- **Standard 4.V.P.1:** Analyze how past, present, and emerging technologies have affected the preservation and presentation of artwork.
- **Standard 4.V.P.2:** Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- **Standard 4.V.P.3:** Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Strand: RESPOND (4.V.R.)

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

- **Standard 4.V.R.1:** Compare responses to a work of art before and after working in similar media.
- **Standard 4.V.R.2:** Analyze components in visual imagery that convey messages.
- **Standard 4.V.R.3:** Refer to contextual information and analyze relevant subject matter, characteristics of form, and use of media.
- **Standard 4.V.R.4:** Apply one set of criteria to evaluate more than one work of art.

ADA Compliant 1/9/2020

Strand: CONNECT (4.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context **(Standards 4.V.CO.1–2)**.

- **Standard 4.V.CO.1:** Create works of art that reflect community cultural traditions.
- **Standard 4.V.CO.2:** Through observation, infer information about the time, place, and culture in which a work of art was created.

GRADE 5

DANCE

Strand: CREATE (5.D.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works **(Standards 5.D.CR.1–5)**.

- **Standard 5.D.CR.1:** Demonstrate willingness to try new ideas, methods, and approaches when creating dance.
- **Standard 5.D.CR.2:** Use a variety of stimuli and solve multiple movement problems to develop choreographic content.
- **Standard 5.D.CR.3:** Develop a dance study, creating original movement that expresses and communicates a main idea.
- **Standard 5.D.CR.4:** Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and explain the reasons for and effectiveness of movement choices.
- **Standard 5.D.CR. 5:** Explore feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent, and explain the changes made.

Strand: PERFORM (5.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 5.D.P.1–10)**.

- **Standard 5.D.P.1:** Establish spatial relationships with other dancers while safely using levels, directions, focus, and pathway designs in near-, mid-, and far-range movement.
- **Standard 5.D.P.2:** Integrate still and moving shapes and floor and air pathways into dance sequences.
- **Standard 5.D.P.3:** Develop self-awareness and apply safe movement principles and practices and discuss how these practices promote strength, flexibility, endurance, and injury prevention.
- **Standard 5.D.P.4:** Recall and execute a series of dance phrases using fundamental dance skills.

ADA Compliant 1/9/2020

- **Standard 5.D.P.5:** Differentiate and perform movement with metric and irregular phrasing and accents; respond to tempo changes as they occur in dance and music.
- **Standard 5.D.P.6:** Analyze, refine and perform movement phrases using contrasting energy and dynamic changes.
- **Standard 5.D.P.7:** Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality.
- **Standard 5.D.P.8:** Apply feedback from self and others to establish personal performance goals.
- **Standard 5.D.P.9:** Use performance etiquette and practices during class, rehearsal, and in formal and informal performance spaces.
- **Standard 5.D.P.10:** Identify, explore, and select production elements to heighten and intensify the artistic intent of a dance and that are adaptable for various performance spaces.

Strand: RESPOND (5.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 5.D.R.1–2)**.

- **Standard 5.D.R.1:** Use basic dance terminology to describe patterns of movement that create a style or theme.
- **Standard 5.D.R.2:** Define the characteristics that make a dance artistic and meaningful; talk about why these characteristics were chosen, and apply those criteria to dances observed or preformed in a specific genre, style, or cultural movement practice.

Strand: CONNECT (5.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 5.D.CO.1–3)**.

- **Standard 5.D.CO.1:** Compare and contrast two dances with different themes, discuss feelings and ideas evoked by each, and relate to personal experience.
- **Standard 5.D.CO.2:** Select a topic of study in school and research how other art forms have expressed the topic, then create a dance study that expresses the idea.

- **Standard 5.D.CO.3:** Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

DRAMA

Strand: CREATE (5.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works **(Standards 5.T.CR.1–7)**.

- **Standard 5.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 5.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 5.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when, and why.
- **Standard 5.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 5.T.CR.5:** Create character through physical movement, gesture, sound and/or speech and facial expression with age-appropriate outcomes.
- **Standard 5.T.CR.6:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.
- **Standard 5.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise.

Strand: PERFORM (5.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 dramatic works **(Standards 5.T.P.1–9)**.

- **Standard 5.T.P.1:** Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure and use choices to enhance the story in a drama/theatre work.
- **Standard 5.T.P.2:** Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.
- **Standard 5.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.

- **Standard 5.T.P.4:** Communicate meaning using the body through space, shape, energy, and gesture.
- **Standard 5.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.
- **Standard 5.T.P.6:** Use imagination to inform artistic choices.
- **Standard 5.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 5.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 5.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.

Strand: RESPOND (5.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 5.T.R.1–6)**.

- **Standard 5.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 5.T.R.2:** Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard 5.T.R.3:** Identify how the intended purpose of a drama/theatre work appeals to a specific audience.
- **Standard 5.T.R.4:** Give and accept constructive and supportive feedback; analyze and describe strengths and weaknesses of own work.
- **Standard 5.T.R.5:** Articulate and justifying criteria to evaluate what is seen, heard, and understood in classroom dramatizations and dramatic performances.
- **Standard 5.T.R.6:** Recognize and share artistic choices when participating in or observing a drama/theatre work.

Strand: CONNECT (5.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 5.T.CO.1–3)**.

- **Standard 5.T.CO.1:** Explain how drama connects oneself to one's community or culture.
- **Standard 5.T.CO.2:** Read plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices.

- **Standard 5.T.CO.3:** Investigate universal or common social issues and express them through a drama/theatre work.

MUSIC

Strand: CREATE (5.M.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works **(Standards 5.M.CR.1–7)**.

- **Standard 5.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas.
- **Standard 5.M.CR.2:** Explain the connection to specific purpose and context.
- **Standard 5.M.CR.3:** Generate musical ideas using specific tonalities, meters and simple chord changes.
- **Standard 5.M.CR.4:** Select and demonstrate developed musical ideas for improvisations, arrangements, or compositions, and explain intent and connection to purpose and context.
- **Standard 5.M.CR.5:** Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic, melodic and harmonic ideas.
- **Standard 5.M.CR.6:** Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines.
- **Standard 5.M.CR.7:** Present the final version of created music and explain expressive intent.

Strand: PERFORM (5.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 5.M.P.1–11)**.

- **Standard 5.M.P.1:** Explain how the selection of performance music is influenced by personal interest, purpose, context, knowledge, and skills.
- **Standard 5.M.P.2:** Explore and demonstrate possible interpretations of a piece by varying tempo, dynamics, timbre, articulations and/or phrasing.
- **Standard 5.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- **Standard 5.M.P.4:** Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.
- **Standard 5.M.P.5:** Respond to visual representations of melodic patterns using pentatonic and diatonic scales.

ADA Compliant 1/9/2020

- **Standard 5.M.P.6:** Perform two- and three-part rounds, partner songs, descants, and layered ostinatos.
- **Standard 5.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.
- **Standard 5.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representations of rhythm patterns.
- **Standard 5.M.P.9:** Respond to musical terms and markings for tempo and dynamics.
- **Standard 5.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 5.M.P.11:** Perform music with expression, technical accuracy, and appropriate interpretation; watch and respond to the conductor to perform dynamics, style and phrasing, and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (5.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 5.M.R.1–9)**.

- **Standard 5.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 5.M.R.2:** Listen for and identify form, meter, rhythm, timbre, mood, tempo, melody, texture, and harmony/tonality.
- **Standard 5.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 5.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 5.M.R.5:** Identify possible intent of a music selection, and the elements used to convey it.
- **Standard 5.M.R.6:** Explore/express feelings conveyed by a music selection through movement, drawing, or writing.
- **Standard 5.M.R.7:** Identify music elements that are characteristic of different genres of music.
- **Standard 5.M.R.8:** Describe, verbally or in writing, the reason for selecting certain music to listen to or perform, including reference to music elements, skills, purpose, cultural, or historical connections.
- **Standard 5.M.R.9:** Apply teacher-provided or collaboratively developed criteria to evaluate musical works or performances.

Strand: CONNECT (5.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 5.M.CO.1–5)**.

- **Standard 5.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- **Standard 5.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creating, performance, and appreciation of music.
- **Standard 5.M.CO.3:** Deepen understanding of another content area through music.
- **Standard 5.M.CO.4:** Experience and explore music which connects us to history, culture, heritage, and community.
- **Standard 5.M.CO.5:** Identify connections between a music genre and cultural or historical contexts.

VISUAL ARTS

Strand: CREATE (5.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 5.V.C.1–3)**.

- **Standard 5.V.C.1:** Combine ideas to generate an innovative idea for art-making.
- **Standard 5.V.C.2:** Experiment with and develop skills in multiple art-making techniques and approaches through practice.
- **Standard 5.V.C.3:** Create artistic statements using art vocabulary to describe personal choices in art-making.

Strand: PRESENT (5.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 5.V.P.1–3)**.

- **Standard 5.V.P.1:** Define the roles and responsibilities of a curator, and explain the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- **Standard 5.V.P.2:** Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

- **Standard 5.V.P.3:** Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Strand: RESPOND (5.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator **(Standards 5.V.R.1–2)**.

- **Standard 5.V.R.1:** Compare one's own interpretation of a work of art with the interpretation of others, and identify and analyze cultural associations suggested by visual imagery.
- **Standard 5.V.R.2:** Identify and analyze cultural associations suggested by visual imagery.

Strand: CONNECT (5.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context **(Standards 5.V.CO.1–2)**.

- **Standard 5.V.CO.1:** Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- **Standard 5.V.CO.2:** Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

GRADE 6

DANCE

Strand: CREATE (6.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works **(Standards 6.D.CR.1–5)**.

- **Standard 6.D.CR.1:** Demonstrate openness, willingness and persistence in trying new ideas, methods and approaches when creating dance.
- **Standard 6.D.CR.2:** Use a variety of stimuli and solve multiple movement problems to develop unique choreographic content.
- **Standard 6.D.CR.3:** Develop a dance study that communicates personal or cultural meaning.
- **Standard 6.D.CR.4:** Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and explain the reasons for and effectiveness of movement choices.
- **Standard 6.D.CR.5:** Revise dance compositions using determined artistic criteria, and explain reasons for revisions and how choices made relate to artistic intent.

Strand: PERFORM (6.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 6.D.P.1–10)**.

- **Standard 6.D.P.1:** Build partner and ensemble skills by demonstrating effective spatial relationships with diverse pathways, levels, and patterns in space.
- **Standard 6.D.P.2:** Integrate original still and moving shapes and floor and air pathways into dance sequences.
- **Standard 6.D.P.3:** Promote safe and healthful strategies by applying basic anatomical knowledge, self-awareness, proprioceptive feedback and spatial awareness while dancing.
- **Standard 6.D.P.4:** Embody technical skills to accurately execute locomotor and non-locomotor changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

ADA Compliant 1/9/2020

- **Standard 6.D.P.5:** Move accurately in a variety of meters, with and without accented beats, and use combinations of sudden and sustained timing as it relates to the dynamics of a phrase or dance work.
- **Standard 6.D.P.6:** Refine demonstration of varied dynamics within performance.
- **Standard 6.D.P.7:** Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations.
- **Standard: 6.D.P.8:** Apply personal and ensemble improvements in performance by responding to feedback from the others.
- **Standard 6.D.P.9:** Use performance etiquette and practices during class, rehearsal, and performance.
- **Standard 6.D.P.10:** Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of a dance work in a variety of traditional and alternative performance venues.

Strand: RESPOND (6.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 6.D.R.1–2)**.

- **Standard 6.D.R.1:** Use basic dance terminology to explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure and context.
- **Standard 6.D.R.2:** Interpret artistic intent and use criteria to critique a dance and explain what the movement communicates.

Strand: CONNECT (6.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 6.D.CO.1–3)**.

- **Standard 6.D.CO.1:** Discuss how the experience of creating and sharing a dance reinforces personal views or offers new knowledge and perspective.
- **Standard 6.D.CO.2:** Conduct research using a variety of resources to find information about a self-selected topic, and use the information to create a dance study that expresses a specific point of view on the topic.
- **Standard 6.D.CO.3:** Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community ideas and perspectives of the culture, historical period, or community purpose or meaning.

DRAMA

Strand: CREATE (6.T.CR.)

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

- **Standard 6.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 6.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 6.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where when and why.
- **Standard 6.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 6.T.CR.5:** Create characters through imagination, physical movement, gesture, sound and/or speech and facial expression.
- **Standard 6.T.CR.6:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.
- **Standard 6.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise drama works.

Strand: PERFORM (6.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 6.T.P.1–9)**.

- **Standard 6.T.P.1:** Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to enhance the story in a drama/theatre work.
- **Standard 6.T.P.2:** Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.
- **Standard 6.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard 6.T.P.4:** Communicate meaning using the body through space, shape, energy, and gesture.
- **Standard 6.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.
- **Standard 6.T.P.6:** Use imagination to inform artistic choices.

- **Standard 6.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 6.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 6.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.

Strand: RESPOND (6.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 6.T.R.1–7)**.

- **Standard 6.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings.
- **Standard 6.T.R.2:** Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard 6.T.R.3:** Identify how the intended purpose of a drama/theatre work appeals to a specific audience.
- **Standard 6.T.R.4:** Give and accept constructive and supportive feedback; analyze and describe strengths and weaknesses of own work.
- **Standard 6.T.R.5:** Articulate and justify criteria to evaluate what is seen, heard, and understood in classroom dramatizations and dramatic performances.
- **Standard 6.T.R.6:** Recognize and share artistic choices when participating in or observing a drama/theatre work.
- **Standard 6.T.R.7:** Identify and explain why artistic choices are made in a drama/theatre work.

Strand: CONNECT (6.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 6.T.CO.1–3)**.

- **Standard 6.T.CO.1:** Explain how drama connects oneself to one's community or culture.
- **Standard 6.T.CO.2:** Read plays and stories from a variety of cultures and historical periods, and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices.
- **Standard 6.T.CO.3:** Investigate universal or common social issues and express them through a drama/theatre work.

MUSIC

Strand: CREATE (6.M.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works **(Standards 6.M.CR.1–4)**.

- **Standard 6.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas, explain connections to specific purpose and context, and generate musical ideas using specific tonalities, meters, and simple chord changes.
- **Standard 6.M.CR.2:** Select and demonstrate developed musical ideas for arrangements and compositions within recognizable form, and explain intent and connection to purpose and context.
- **Standard 6.M.CR.3:** Use standard or iconic notation or recordings to document original rhythmic, melodic and harmonic ideas.
- **Standard 6.M.CR.4:** Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines; explain rationale for making revisions; and present the final version of created music and explain expressive intent.

Strand: PERFORM (6.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 6.M.P.1–11)**.

- **Standard 6.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 6.M.P.2:** Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.
- **Standard 6.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- **Standard 6.M.P.4:** Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.
- **Standard 6.M.P.5:** Respond to visual representations of melodic patterns using pentatonic, major, and minor scales.
- **Standard 6.M.P.6:** Perform two- and three-part rounds, partner songs, descants, layered ostinatos and parallel harmony.
- **Standard 6.M.P.7:** Perform and identify rhythm patterns in two-, three-, four-, and six-beat meters using body percussion, voice, and simple instruments.

ADA Compliant 1/9/2020

- **Standard 6.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- **Standard 6.M.P.9:** Respond to musical terms and markings for tempo and dynamics.
- **Standard 6.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 6.M.P.11:** Perform music with expression, technical accuracy, and appropriate interpretation; watch and respond to the conductor to perform dynamics, style, and phrasing, and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (6.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 6.M.R.1–10)**.

- **Standard 6.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 6.M.R.2:** Listen for and identify form, meter, rhythm, timbre, dynamics, tempo, melody, texture, and harmony/tonality.
- **Standard 6.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 6.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 6.M.R.5:** Identify possible intent of a music selection, and how the music elements are used to convey it.
- **Standard 6.M.R.6:** Explore/express feelings conveyed by a music selection through movement, drawing, or writing.
- **Standard 6.M.R.7:** Identify music elements that are characteristic of different genres of music.
- **Standard 6.M.R.8:** Identify and describe the music and structural elements that contribute to a quality work or performance.
- **Standard 6.M.R.9:** Identify and describe the technical and musical skills evident in a quality performance.
- **Standard 6.M.R.10:** Apply teacher-provided or collaboratively developed criteria to evaluate musical works or performances.

Strand: CONNECT (6.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 6.M.CO.1–3)**.

- **Standard 6.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- **Standard 6.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- **Standard 6.M.CO.3:** Experience and explore music which connects us to history, culture, heritage, and community; identify connections between a music genre and cultural or historical contexts; and explore and explain how musical works are influenced by a composer's heritage and experiences.

VISUAL ARTS

Strand: CREATE (6.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 6.V.CR.1–6)**.

- **Standard 6.V.CR.1:** Combine concepts collaboratively to generate an innovative idea for art-making.
- **Standard 6.V.CR.2:** Formulate an artistic investigation of personally relevant content for creating art.
- **Standard 6.V.CR.3:** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- **Standard 6.V.CR.4:** Explain environmental implications of conservation, care, and cleanup of art materials, tools and equipment.
- **Standard 6.V.CR.5:** Design or redesign objects, places, or systems that meet the identified needs of diverse users.
- **Standard 6.V.CR.6:** Reflect on whether personal artwork conveys the intended meaning, and revise accordingly.

Strand: PRESENT (6.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 6.V.P.1–3)**.

- **Standard 6.V.P.1:** Analyze the similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
- **Standard 6.V.P.2:** Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- **Standard 6.V.P.3:** Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Strand: RESPOND (6.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator **(Standards 6.V.R.1–5)**.

- **Standard 6.V.R.1:** Identify and interpret works of art or design that reveal how people live around the world and what they value.
- **Standard 6.V.R.2:** Compare one's own interpretation of a work of art with the interpretation of others.
- **Standard 6.V.R.3:** Analyze ways that visual components and cultural associations within images influence ideas, emotions, and actions.
- **Standard 6.V.R.4:** Interpret art by distinguishing relevant contextual information, and by analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- **Standard 6.V.R.5:** Develop and apply relevant criteria to evaluate a work of art.

Strand: CONNECT (6.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context **(Standards 6.V.CO.1–2)**.

- **Standard 6.V.CO.1:** Generate a collection of ideas reflecting current interest and concerns that could be investigated in art-making.
- **Standard 6.V.CO.2:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by analyzing how art reflects changing times, traditions, resources, and cultural uses.

Utah STATE OFFICE of Education

UTAH CORE STATE STANDARDS
for
FINE ARTS
Secondary
7–12

ADA Compliant 1/9/2020

SECONDARY 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.DLP.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 7–8

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.

ADA Compliant 1/9/2020

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.

SECONDARY MUSIC

MUSIC (General)

GRADES 7–8

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.

ADA Compliant 1/9/2020

- **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.CR.)

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 (I2.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 compositional 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 musical 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 enjoyment 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 presenting 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 complete and refine musical work **(Standards A.MG.CR.1–8)**.

- **Standard A.MG.CR.1:** Describe and demonstrate multiple ways in which sounds and musical 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 7–8

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.

ADA Compliant 1/9/2020

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 7–8

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.

ADA Compliant 1/9/2020

- **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 it 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.

inside back cover

Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson
Interim State Superintendent
of Public Instruction

www.schools.utah.gov

ADA Compliant 1/9/2020