



Introduction

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Forward from Dr. Salmon

Letter from Arts Education in Maryland Schools Alliance Preface

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

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

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

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

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

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



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

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

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

Kenneth W. Skrzesz

Coordinator of Fine Arts

Maryland State Department of Education



An Explanation of the Structure of the Fine Arts Standards

Aligned with National Core		Anchor Standard 1 Generate and conceptualize artistic ideas and work. Essential Question Where do choreographers get ideas for dances?								Artistic Process Creating Enduring Understanding Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.							
Arts Standard	HS Advanced	1 2 3 4 5 6 7 8 HS HS HS									K	PK					
	Late Cyric / But Strep	CHOO	LAGGII		Limbilitient		Indicators	LADIOTATION			O3GFC	LAP					
Inclusive of Cur Maryland Fine	iety of stimuli,	ising, using a var ance ideas.	Indicator 1A: De dance by improve and organizing d	nd a variety of	emonstrate the ab perceptual skills, a e and perform dan	improvisation, p	ability to create ded and self-	emonstrate the a ance through guid a variety of stimu	and perform d	d perform dance		Demonstrate the a ration of a variety					
Standards Langu	ent vocabulary	o use the moven of various styles	Indicator 18: Wo collaboratively t and terminology create original w		e movement voca ogy to create and ent.		to solve		ator 1B: Develop the ability to combine the elements of et ocreate movement. Indicator 1B: Develop the ability to combine the elements of movement problems.								
						s	Expectation										
Unit Inspiration		improvise varia	HSA: Use inform dance phrases to on the movemen		ate flexibility by ir ng length from giv			rate flexibility by variety of criteria		stimuli. (e.g.,		ovement problem s, personal experie					
through 21st Century Sk		uctured improvi	HSB: Think creat directions for str includes contras	ases from	cally to create phr ed criteria	6-8B:Think critic student-identifi	hrases from	ically to create p fied criteria.	3-5B: Think cri student- ident	with shapes in		creative ideas thro non-locomotor fo					
Developmen	enre of dance.	, technique, or grases that are co	HSC: Investigate a particular style Choreograph ph with the accesse		using the informa create contrasting				2: Act on creative movement ideas through play, using a sty of shapes, levels, energies, and timing. 3-5C: Collaborate with a part movement using shadowing								
			HSD: Demonstra		5 2D: Demonstrate creative solutions to movement problems by orking independently and collaboratively with others. 3-5D: Demonstrate creative solutions to 6-8D: Demonstrate flexibility in solving movement problems by working independently and problems by working independently and collaboratively with others.												
					rking independen to find different se		g independently	ing independently and collaboratively with others. movement problems by working and collaboratively with others.									

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



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Dance Standards Grades P-12

	Artistic Process Anchor Standard 1 Creating Generate and conceptualize artistic ideas and work.													
				s										
		Crea	ting				G	ienerate	and co	nceptualize a	rtistic ideas and v	vork.		
insp	eographe piration a	and trans	variet sform	nding y of source concepts stic expre	and			Where		E ssential Que eographers g	e stion et ideas for danc	es?		
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expos	sure		Ex	ploratio	n	Er	richmer	nt	Excellence Entrepreneurshi				
							India	cators						
ability t		and perfo		I:3-5:1: E ability to perform guided a explorati of stimul	create a dance th nd self- ion of a v	nd rough	the abili improvis percept variety o	Demonst ty to use sation, ual skills, of stimuli nd perfor	and a		using a variety of s	y to create dance by timuli, and organizing		
combin	e the ele	the ability ments of movemer	-	I:3-5:2: E ability to moveme	solve		vocabul termino	Use move ary and d logy to cr culate wo ntent.	ance eate	the moveme	ork individually and or ent vocabulary and or es and genres to cre	9,		
							Ехрес	tations						
probler stimuli.	ns by res	ovement ponding t ture, feeli ence)	.0	E:3-5:1: flexibility phrases criteria.	by impr	ovising	flexibilit phrases	Demonst y by impr of varyin rom giver	ovising g		· · · · · · · · · · · · · · · · · · ·	choreographed ations or expand on		
through shapes	n guided v	reative id work with otor and r	1	E:3-5:2: to create student-criteria.	phrases	from	to creat	Think crite phrases	from		•	duce a set of visation that includes		
movem using a	E:P-2:3: Act on creative movement ideas through play, using a variety of shapes, levels, energies, and timing. E:3-5:3: Collabora a partner to improvement using shadowing and mirroring.						the info	Improvis rmation f nrase to c ting section	rom a	define a part dance. Chor	restigate movement ticular style, technic eograph phrases th tary with the access	que, or genre of at are		
solution probler indepen	E:P-2:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others. E:3-5:4: Demonstrate creative creative solutions or movement problem working independent and collaboratively others.						flexibilit moveme working and coll	Demonst y in solving ent problemative aborative erent soli	ng ems by dently ely to	complexity t	monstrate multiple o movement proble tly and in collaborat			



							DA	NCE						
		Artisti	: Process				- 07	TTCL		Anchor Stan	dard 2			
			ating					Orga	nize and		stic ideas and wo	ork.		
	Enc	during U	nderstan	ding						Essential Qu				
The e			e, dance		es, and		Wha	t influen	ces choi	ce-making w	hen creating chor	reography?		
ch	oreogra	phic dev	ices serv	e as botl	h a									
fo	oundatio	n and a	departur	e point f	or									
		choreo	graphers											
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Ехр	osure	•	Ex	ploratio	n	Е	nrichme	ent	Exc	cellence	Entrepreneurship		
								cators						
	Create d	ance by ne or with	others.	choreog create o	ts of dand graphic fo lance and its meani	rms to	dance forms reason choice organ	mentals on obsition to in a varied, and exploses for moves and ization.	create ty of ain vement	movement of dance, aesth	monstrate and justif choice by combining netic principles, and communicate artist	the elements of choreographic forms		
		nd recogn orm in da		phrases reasons	Modify da and discu and eness of c	uss the	and a criter dance artist	2: Detern pply artis ia to crea and eva	tic te luate its reness.		velop an artistic stat plain how moveme tatement.	_		
F.D 2.1	. Inchesori			E:3-5:1:	Lising			ctations 1: Create		E:9-12:1: Translate an idea into a movement theme,				
	: Improvi ndently. :	se using sha	nes and		using ition from	the		ulate, an	•		nd knowledge from	•		
	to create	_	pes aa		ts of danc			rm movei		_	mation (LOD).	. the Language of		
movem	nent.			through	innovate i improvis e that has	•	inforn	es using nation fro ents of da						
5555				meanin			(BEST			504225				
with a phrase middle	partner to s that hav , and end		dance aning,	phrases reasons modific the effe artistic	ations as ectiveness choices.	well as	floor porigin or collection performs computed the floor performs the floor performs computed the floor performs co	2: Production for a sal independent indepe	n ndent e nd	forms, genre creative idea performance	es, or styles of dance as and producing re e of the work.	sults through		
thinkin	E:P-2:3: Demonstrate flexibility in thinking by creating different ways to begin and end a dance. E:3-5:3: Innovate act on a dance ide creating a phrase inspired by the id Explain and support choices with clear communication.							3: Work endently e on a pe artistic ce a phrasing the cripmmunices clearly.	rsonal riteria. e teria, ate	manifesto fo choreograph	velop a short, indep or creating dance, a ning and organizing and communicate	ct on the idea by movement that		
										others to ded diverse pers	eate and collaborate velop a project that onal histories of the goals, and develop a	t incorporates the group. Manage the		



							DA	NCE					
		Arti <u>stic</u>	Process							Anchor Stan	dard 3		
		Crea	ating						Refine a	and complete	artistic work.		
	End		derstand	ding						Essential Qu			
Chore	ographei	rs analyz	e, evalua	ite, refin	e, and	Н	ow do c	horeogr	aphers ι	use self-reflec	tion, feedback fr	om others, and	
do	cument	their wo	rk to cor	nmunica	ite						e quality of their		
		mea	ning.										
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Expo	sure		E:	xploratio	n	E	nrichme	ent	Exc	ellence	Entrepreneurship	
							Indi	cators					
movem from te	Explore c ent based achers an from dan	d on sugged	estions nd	movem feedba others, revision	Revise cr nent base ck from s and justi n choices.	d on elf and fy	work l intent self ar articul revisio		artistic k from , and	I:9-12:1: Analyze and evaluate the impact of choice made in revision of created work. Justify how revisions clarify artistic intent.			
	: Describe s, symbols ogy.		_	various dance (levels,	Describe aspects (e.g. patte relationsh s, spacing	of erns, nips of	recogi docun	2: Use a nized syst nent dand g, notation).	ce (e.g.	I:9-12:2: Crea works of dan		ument and organize	
											self-reflection and ers, and adjudicato		
								tations					
	: Work inc	•	•	E:3-5:1				1: Revise			Analyze created wo		
	ratively to ic represe			, .	ents and ns in orde	or to		and suppons		revise, and communicate revision decisions w clear justification.			
	novemen			select of for dan the dec	creative n ce work. cisions wi	naterial Explain th clear		unication			cieai justilicat	ion.	
E:P-2:2	: Use info	rmation f	rom	E:3-5:2	: Revise c	reated	E:6-8:	2: Create	dance	E:9-12:2: De:	sign a process for ci	reating and	
BEST pr	l work to v inciples. inicate ch	Clearly	ng the	decisio	nd suppo ns with cl inication.	ear	notate	and journ the prog ging goals	ess,	organizing in	dependent dance v	vork.	
	E:3-5:3: Notate da phrases using give information.							3: Create n for nentatior endent da	of		eate a media produc evaluating persona	ct for documenting, al dance work.	
	E:3-5:4: Revise independent or collaborative w using feedback adapting to cha						indepe collab- using	4: Revise endent or orative we feedback by showir lity.	ork ,	feedback on			



DANCE Artistic Process Anchor Standard 4												
		Prese	nting				Analy	/ze, inte	rpret, ai	nd select artis	stic work for pres	entation.
Вос	dy, space	uring Un e, time a lements	nd ener	gy are ba	asic	Hov	w do dan	cers wor		Essential Que pace, time ar expressio	nd energy to com	municate artistic
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
	Expo	sure		Ex	ploratio	n	Er	richmer	nt	Exc	ellence	Entrepreneurship
demons on ele	Identify a strate mo ments of , space an	vement b dance: bo	ody,	energy, (BEST) to	Use ations of space an o perforn of movem	d time n a	I:6-8:1: I moveme and usin compare	ent vocab g BEST a e and cor ariety of	nd trast	ensemble pe	ng BEST, expand so erformance skills to els, and attention t n.	greater ranges,
uses (i.e articula indeper groups.	E:P-2:1: Explore different body uses (i.e., whole body, isolation, articulation, shapes) both independently and in small groups. E:3-5:1: Use information BEST princip explore and upon technic vocabulary.						E:6-8:1: directed work ind improve techniqu	ue and exent vocate BEST es.	and Itly to pand	improve tech	nnical skills in solo a	ner and increase and and partnering work.
explore	: Work ind movement energie	nts using	-	incorpo	dently to rate a var s in perfo	iety of	indepen increase perform	dently to range of ance ene fferent st	rgies			uences in different
	: Work ind changes nent.	-	-	perform	dently to moveme of differ	ents in	E:6-8:3: Demonstrate flexibility in ability to change directions and levels within a phrase or dance.			E:9-12:3: Communicate with an audience clearly through the use of refined performance skills.		
efficien within a persona	E:P-2:4: Work effectively and efficiently while moving with or within a group by maintaining personal space. E:3-5:4: Wor groups coope perform move using a varied spatial relation.						others to	atively wo o perform nat include of spatial s and	n a	perform cho effectively ar ensemble.	reography in unison nd cohesively as a r	nember of an
while p	E:P-2:5: Vary rhythm and speed while performing movements to show flexibility in time usage. E:3-5:5: W independe small grou the rhythm of the sam phrase.						others to	Work atively w o perform of rhythm and phra	n a s,	performance	iculate clearly and with attention to only nicate artistic expre	details and nuances



					DAI	NCE						
Pres	Process enting	-1:				Develop	and ref		ork for presentat	tion.		
Enduring U. Dancers use the mind develop the body artistry and art	d-body co as an inst	nnection		,	What mu	ist the da		Essential Qua o to prepare expressio	the mind and bo	dy for artistic		
PK K 1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
Exposure		Ex	kplorati	on	En	richmen	ıt	Exc	cellence	Entrepreneurship		
					Indic	ators						
I:P-2:1: Demonstrate kind awareness and technical proficiency in dance mov		kinesthe and tecl	Demonst etic awar hnical pro e perforn	eness oficiency		l dance sk e, recall, an dance		I:9-12:1: Apply body-mind principles and technical dance skills to the performance of complex choreography.				
I:P-2:2: Demonstrate a va movements safely in per (kinesphere) and general	sonal	evaluate healthfu dance a everyda	e persona Il practic ctivities a ly life inc n and inj	es in and luding	anatomi spatial a nutrition promote healthfu	Apply basical knowled wareness nal knowled esafe and I strategied arming up	edge, and edge to	practices to	oly anatomical princ a range of technica sonal plan that supp e.	l dance skills, and		
I:P-2:3: Complete simple from beginning to end, for teacher cues or models.		work cre others t	Collabora eatively v o analyza rtistic wo	vith e and	peers to docume	Collaborat determin nt strategi ng perforn	e and ies for	independent	n and execute collal t rehearsal processe tails and artistry.	borative and es with attention to		
I:P-2:4: Explore knowledge execution of performanc competencies in dance.		executi perforn	dge and on of	n dance.	I:6-8:4: knowled execution perform compet		cy in dance form and h proficiency affects					
						tations						
E:P-2:1 Demonstrate a ra locomotor and non-locol movements that require fundamental dance skills	motor	perforn or dand technic	: Memor n dance e works al accura	phrases with acy.	perform artistical dance pl works.	Memorize technicall lly accurat hrases or o	y and e dance	E:9-12:1: Memorize and perform technically an artistically accurate choreography.				
E:P-2:2: Work independer recall, refine, and perford dance movement.	-	movemore correctle (consider	Recogniant performance perform	ormed orrectly tomy,	relations practices technica	Recognize ship of hea s, alignme Il accuracy evention.	althful nt and	supports hea	eate and follow a pealthy dancing and linness, discipline, life and goals).	ving (nutrition,		
E:P-2:3: Explore how and healthy nutrition is impo order for the body too m efficiently.	rtant in	fundam about th up, nutr	Develop ental kno ne value rition, and ng the bo	owledge of warm d	persona contribu	Analyze he I dance prote to safe ant and inj	actices		alyze personal align and create a remed	ment strengths and dial plan.		
E:P-2:4: Demonstrate aw of, and move safely in, go and personal (kinesphere	eneral	change space a	Safely ad in a defired percent elations in a definition of the second percent elation of the second elation	ned ive	directed develop	Be a self- learner and strategies g greater of rmance.	for	E:9-12:4: Cre process.	eate an effective an	d efficient rehearsal		



							DAI	NCE						
		Artistic	Process							Anchor Stand				
		Prese					Conv	ey mear			sentation of artis	tic work.		
		uring Un								Essential Que				
	ce perforr						How do	oes a da	incer he	eighten artistr	ry in a public perf	formance?		
	ormer, pro neightens													
										HS	HS			
PK	K	1	2	3	4	5	6	7	8	Proficient	Accomplished	HS Advanced		
	Expo	sure		Е	xplorati	on	En	richmer	nt	Exc	ellence	Entrepreneurship		
							Indic	ators						
followi demon	: Dance fo ng model: strating ro nance eti	s and cue ehearsal	s,	audien spaces, rehears perforr	mance eti	riety of trating quette.	technique during cla and perfo	ces in a valemonstratence etiques, and praise, rehearence.	riety of ing ette, actices	professional	e a broad repertoi	rmance etiquette and		
or purp	Determing Dose of a contraction production production propert the	dance and on elemer	d _	meanin artistic and cre	Determing, purpose intent of a sate produts that su	e or a dance ction	I:6-8:2: V collabora design of elements the artist meaning	atively on f producti s that sup tic intent	ion port and	works and co design and o would be ned dance works	cessary to fulfill the	of venues, and ition elements that e artistic intent of the		
											3: Develop a professional portfolio that			
							Expect	etions		documents t	he rehearsal and p	erformance process.		
audien commu	P-2:1: Perform a dance for an udience with attention to clear for an audience attention to clear communication of a story, opem, or song. E:3-5:1: Perform for an audience attention to clear communication poems, songs, a personal ideas.					vith of stories,	E:6-8:1: For audie intent of meaning articulate projection	Perform of nces with commun clearly the techniq	the icating irough	elements tha	at will support chor age production suc	ding the production reography. Focus on th as lighting, sound,		
assemb elemer	: Think cr ble simple ats such a: y, posters	producti s props,	on	and and to prod support props, s posters	: Think cre alyze artis uce eleme t the work scenery, p , costume logy, med	tic work ents that such as rograms, s,	E:6-8:2: I directed assuming responsil rehearsa performa make-up warm-up	learner b g persona bility for l and ance (cos , hair, pe	tumes,	contributor t rehearsal ass manager, ligh	o a production in r sistant, wardrobe n	nistress, stage r and makeup design,		
audien	technology, me E:P-2:3: Interact with an audience in a formal or informal eflection activity. E:3-5:3: Interact audience in a and informal ractivity.						participa for class, performa	as an eff nt and/or rehearsa ance.	ective leader l, and	effectively w concert, or le	nage a production ith a team to produ ecture-demonstrati	uce a work of art, ion.		
							E:6-8:4: D consisten performa competer awarenes physical c concentra rehearsal performa	t applicati nce ncies, such s of space liscipline, ation in s and dand nces.	on of n as e, and ce	competencie awareness, e communicat	es, such as projectic expression in move ion of choreograph	ment, and/or nic intent.		
•							E:6-8:5: an audie and info activity.	nce in a	formal		eract with an audie ection activity.	ence in a formal and		



				78%			DA	NCE						
			Process onding				- DA	NCE		Anchor Stande and analyze	dard 7 e artistic work.			
С	Dance is	<i>uring Ur</i> perceive prehend	d and a	nalyzed t	:0					Essential Que v is dance und				
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expo	sure		Ex	ploratio	n	Eı	nrichmei	nt	Exc	Entrepreneurship			
guided	criteria to	and apply o evaluato nd perfori	e	and app evaluate	Identify, oly criteria e choreo formance	a to graphy	l:6-8:1: demons of move connect	Describe strate pat ement an tion to co	terns d their ntext		alyze choreography d artistic intent.	for structure,		
vocabu	I:3-5:2: Describe movement vocabulary of different genres and cultures. I:3-5:2: Describe movement characteristics of multiple genres, cultures, and stylenges.						movem charact multiple cultures they rel	eristics of e genres, s, and sty	f les as		alyze how dance co d cultural values us			
								tations		E:9-12:1: Think critically in order to analyze the				
and des	E:P-2:1: Communicate clearly and describe what is seen, heard, felt, and experienced when observing a dance. E:3-5:1: Work independently observe a perfusive of dance work; and describe helements of dataset.					mance nalyze w the	pattern	: Make nts about s in a dar municate	ice help		ink critically in orde complex choreogra	•		
informa principl movem sequen	les, ident nents, uni ices in an	n aesthet ify repeat ty, variety observed	ed y, and	dance t	: Use ation fron erminolo e pattern	gy to	from da and mod descript	Use information of the control of th	nology	to analyze pa		dance terminology aships in a dance and preography.		
BEST pr describe observe Apply to descript	experienced dance. E:P-2:3: Using information from BEST principles, identify and describe shapes and levels in an observed or experienced dance. Apply technology by capturing descriptions in a given organizational tool. E:3-5:3: Apply technology effective developing an orga for recording obser or experienced patt in a dance.						effective compare instrum	Apply tecely by creater and conferent for determinations of dance.	ating a trast scribing	instrument f	E:9-12:3: Apply technology effectively by creating instrument for capturing analysis of how meanin communicated in different dance styles.			
E:P-2:4: observe differen	E:P-2:4: Using critical thinking, observe and examine and explain differences in movements of two contrasting dances. E:3-5:4: Using information from BE principles, identify a describe qualities of movement of various dances.						principle contrast	Using tion from es, compa t how eler re used w	re and nents of	in writing, he	ork independently town aesthetics related and of a dance.	o describe orally and e to your personal		
							others t	Work ratively wis o re-creat and moved in a dan	e ements	choreograph	ork independently t nic structure of a da that structure.	o analyze the nce and create a new		



	Artistic Process Anchor Standard 8 Responding Interpret intent and meaning in artistic work.												
Responding					Inter	oret inte	nt and mean	ing in artistic wor	·k.				
Enduring Understa Dance is interpreted by cons meaning, and artistic ex communicated through the telements of dance, dance te structure, and con	idering ir pression a se of the chnique,	as body,					Essential Qui v is dance int						
PK K 1 2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced				
Exposure	E	xploratio	on		nrichme	nt	Exc	cellence	Entrepreneurship				
I:P-2:1: Identify meaning and intent in an observed dance using simple dance terminology.	and /central ved ce	I:6-8:1: termine how ar achieve use of t	Cators Using date ology, extistic integed through the element of the control of t	olain nt is h the ents of	using dance	•							
E:P-2:1: Communicate clearly and describe how an observed dance makes you feel.	: Interact ely with o cuss poss gs and graphic ir erved dan	others lible ntent of	E:6-8:1 information dance a vocabu how th dance a	: Using ation from and non- alary, design e elemer are used	dance cribe its of		mmunicate clearly a storical context cor a dance.						
E:P-2:2: Reason effectively and clearly communicate how a particular movement or part of a dance makes you feel as a participant.	recorde dance in discuss	: Analyze ed or perf n order to moveme s and stro	ormed o ent	E:6-8:2: Make judgments and decisions regarding the possible meanings of an observed dance, justify by relating these meanings to specific moments in the dance.				ink critically and coi	mpare and contrast f different dances.				
E:P-2:3: Make judgments and decisions as to how performance quality communicates meaning in an observed dance.	and oment ersonal onse.	choreo	: Analyze graphic i ty of cont	ntent in	and decision	ork collaboratively to some in order to justify ons of the same dan with others.	various						
E:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance.	ow a lue clarity in ice.	princip they in express	ation from les, explated fluence a sion in ar etation o	in how rtistic d	refinements		d explain how contribute to artistic ntent, and meaning						



							DA	NCE						
		Artistic Respo						Αŗ		Anchor Standeria to evalua	dard 9 te artistic work.			
Crit	eria for e	uring Un evaluatin s, styles	ng dance	e vary ac	ross			Wh		Essential Que ia are used to	estion evaluate dance?			
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expo	sure		Ex	ploration	on	Eı	nrichme	nt	Excellence Entrepreneurship				
							Indi	cators						
criteria	Identify a for makir ents in dar	ng aesthe		analyze criteria	Identify, , and app for makir ic judgme	ng	and app making	Create, a criter a castheticates in da	ia for c		ically examine and preography and per	document personal rformance.		
								tations						
decision hair, ma music,	: Make juins as to he ake-up, se etc. contring of a darns.	ow costu ets, lightii ibute to t	me, ng, he	and deci costume lighting, a dance	Make jud sions as t e, make-u music, et successfu decisions.	o how o, sets, c. make I.	relation costum sets, lig	Evaluatenship of the make- ghting, make- ghting, make- the mear	up, usic,		nk creatively and co	ritically to develop evaluating a dance.		
guided dance b	: Use info criteria to pased on o ning or in	evaluate communi	e a	from give evaluate on combine theme,	-	ia to based on or	create evaluat and ap	: Collabo criteria fo cing a dar ply those bserved	or ice, criteria		, –	decisions in order to choreographic work.		
guided as repe sequen	theme, ideas, st and intent. E:P-2:3: Recognize and describe guided aesthetic principles, such as repetition, unity, variety, and sequence in dance performances. E:3-5:3: Recognize describe selecter aesthetic principle as repetition, unity variety, sequence proportion, transbalance, harmon climax, and control dance performar						aesthet evaluate perform improvi choreog	Select ar ic criteria e persona nances, sed and graphed, a nance of c	to I and the		ply technology effe alysis of a personal	ctively to write an choreographic work.		
describ dance a perforn	E:P-2:4: Think critically and describe how the elements of dance are combined in observed performances to create mood or communicate concepts. E:3-5:4: Think crit and describe how selection of the elements of dance and choreographic for affects personal performances, improvisations, are choreography.						rational concept aesthet effectiv perform	sations, a	lain ns, ns, and personal	personal cho to strengthe	, ,	decisions regarding ate and justify a plan ing goals and time		
an audi	E:P-2:5: Engage appropriately as an audience participant in formal and informal settings. E:3-5:5: Engage appropriately as appropriately as ar audience participal formal and informal settings.							: Engage riately as ce partici and infoi	pant in		gage appropriately n formal and inform			



DANCE												
Artistic Process					Anchor Standard 10							
				nthesize and relate knowledge and personal experiences to make art.								
		uring Un								Essential Qu		
				ll person		How	does d	lance de				other knowledge,
				context to interp					a	nd events arc	ound us?	
1110	egrateu	and Synt mea		to interp	net							
PK	К	1	2	3	4	5	6	7	8	HS	HS	HS Advanced
	Expo	SIIFA		Ev	ploratio	n	F	<u>I</u> Inrichme	nt	Proficient	Accomplished cellence	Entrepreneurship
	LXPO	sure		L/	фіогаціо	111		cators	TIL	LXC	cellerice	Littlepreneursnip
I:P-2:1: Create, describe, and perform a dance to express personal meaning.		experied dance p and des feelings	Observe once a varierformar cribe the and idea ked by the cree.	iety of nces concepts of a variety of dances with nersonal perspectives		I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.						
work of art to identify ideas as a basis for creating dance rescing		research impetus	Access ar n informa s for creat gful danc	document a dance study exploring		I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.						
							Ехрес	ctations				
locomotor and non-locomotor movements and assign personal feelings		Observe a nd discuss how and ideas relate personal nce. E:6-8:1: Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning.		ectives es one 's	E:9-12:1: Work independently to reflect and document on how personal experiences, knowledge, and growth both inside and outside of dance impact personal choices in dance making.							
E:P-2:2: Create, describe, and perform a dance about personal experiences. i.e. going to the park, a ball game, a birthday party, a family event.		E:3-5:2: Think creatively to develop individual dance studies that integrate the elements of dance, choreographic forms, and aesthetic principles to communicate ideas, thoughts, and feelings.		E:6-8:2: Work independently to identify different aspects of personal interests and identity and use the information to create a dance that expresses the self.		values and a		at connects personal communicate those d dance.				
E:P-2:3: Use works of art, literature, science, or current events as inspiration to create dance movement. E:3-5:3: Use information from research in other disciplines as inspiration to create dance that has meaning.		E:6-8:3: Examine literature, scientific texts, artistic works, current events, etc., and communicate that information through a dance created collaboratively with others.		E:9-12:3: Use information from the examination of literature, scientific texts, artistic works, current events, etc.; reflect on personal experiences in relationship to that information, and create an independent dance that connects that information.		ic works, current I experiences in n, and create an cts that information.						
commu	: Identify a inicate rea outside of	asons to c	reate	commu	Identify nicate reader of the control of the contro	asons	comm to cre	4: Identify and communicate reasons to create dance outside of school. E:9-12:4: Identify and communicate reasons to create dance outside of school.				



	DANCE											
	Artistic Process Connecting Enduring Understanding Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and					Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Essential Question How does knowing about societal, cultural, historical and community experiences expand dance literacy?						
PK	К	ommunit 1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
	Expo	sure		Ex	cploration	n	E	nrichme	nt	Exc	cellence	Entrepreneurship
							Indi	cators				
of danc	Demonst es from a s, societie	variety c	of	knowled contexts variety o	Demonstr ge of the of dance of cultures s, and hist	s from a	l:6-8:1: Compare and contrast the contexts of dances from a variety of cultures, societies, and histories.		characteristi people from	I:9-12:1: Analyze and discuss how specific movement characteristics, techniques, and artistry relate to the people from which the dances originate and to personal dance literacy.		
	Relate da , and persence.		story,		Relate da and histo		l:6-8:2: Explain how dance reflects and influences history and society.		means of co	alyze the ways peop mmunication and e ietal, and historical	xpression from a	
I:P-2:3: Describe the relationships of dance to other arts subjects in school.		relations music, th	Describe t ships of da neatre, th dia arts a es.	relationships of dan e visual music, theatre, visu		ance to sual	I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.					
							Ехрес	tations				
describ that exp	E:P-2:1: Act on creative ideas to describe and create movement that expresses elements of your personal heritage.		E:3-5:1: Work independently and collaboratively to experience different social, historical, and cultural forms of dance, making a personal connection.		E:6-8:1: Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance.		analyze and	document how soc ents have impacted	or collaboratively to ietal, cultural, and the development of			
describ that exp charact	E:P-2:2: Act on creative ideas to describe and create movement that expresses elements and characteristics of your community.		E:3-5:2: Apply dance literacy through performing a variety of forms and styles of dance.		E:6-8:2: Apply technology effectively to create a time line that connects social, cultural, and historical context to the artistic development of dance.		E:9-12:2: Create a media product and analyze and document how societal, cultural, and historical events have impacted the development of personal dance literacy.					
recogni express people	E:P-2:3: Reason effectively to recognize dance as a form of expression and explain why people dance.		E:3-5:3: Work collaboratively with others to perform and explain the meaning of dances from cultures related to general classroom studies.		E:6-8:3: Analyze how various media have affected the development of dance.		E:9-12:3: Apply technology effectively and research distinctive aspects of a community and use the research to create a dance tailored for that community. (e.g. special needs, local group, elementary school).					
cultural examin	: Compare I purpose ing dance nd places	s for crea from dif	ting by	how dar inform o values, a	Analyze a nce is used or change and/or be dividual or	d to beliefs, haviors	response to influenced		e is e time h it was able	E:9-12:4: Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center).		enriches a tive process (e.g.,
									E:9-12:5: Analyze and evaluate the impact of a choreographer/artist or a group of artists on the beliefs, values, and behaviors of a society.			



Dance Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?
PK	K 1	2

Developmental Level: Exposure

Indicators

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

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

- E:P-2:1: Solve movement problems by responding to stimuli. (e.g., nature, feelings, personal experience)
- E:P-2:2: Act on creative ideas through guided work with shapes in locomotor and non-locomotor forms.
- E:P-2:3: Act on creative movement ideas through play, using a variety of shapes, levels, energies, and timing.
 - E:P-2:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.



Organize and develop artistic ideas and work.

Artistic Process	Enduring U	Inderstanding	Essential Question
Creating	structures, an devices serve as and a depa	of dance, dance nd choreographic s both a foundation rture point for ographers.	What influences choice-making when creating choreography?
PK	К	1	2

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

Developmental Level: Exposure

Indicators

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

Expectations

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

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

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



Refine and complete artistic work.

Artistic Process	Enduring Und	erstanding	Essential Question			
Creating	Choreographers an refine, and docum to communicat	ent their work	How do choreographers use self- reflection, feedback from others, and documentation to improve the quality of their work?			
PK	K	1	2			
Developmental Level: Exposure						

Indicators

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

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

Expectations

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

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



Analyze, interpret, and select artistic work for presentation.

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

PK K 1 2

Developmental Level: Exposure

Indicators

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

- E:P-2:1: Explore different body uses (i.e., whole body, isolation, articulation, shapes) both independently and in small groups.
 - E:P-2:2: Work independently to explore movements using different energies.
 - E:P-2:3: Work independently to explore changes of directions in movement.
 - E:P-2:4: Work effectively and efficiently while moving with or within a group by maintaining personal space.
 - E:P-2:5: Vary rhythm and speed while performing movements to show flexibility in time usage.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question				
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?				
PK	K 1	2				
Develonmental Level: Exposure						

Indicators

- I:P-2:1: Demonstrate kinesthetic awareness and technical proficiency in dance movement.
- I:P-2:2: Demonstrate a variety of movements safely in personal (kinesphere) and general space.
 - I:P-2:3: Complete simple dances from beginning to end, following teacher cues or models.
 - I:P-2:4: Explore knowledge and execution of performance competencies in dance.

- E:P-2:1: Demonstrate a range of locomotor and non-locomotor movements that require fundamental dance skills.
 - E:P-2:2: Work independently to recall, refine, and perform simple dance movement.
- E:P-2:3: Explore how and why healthy nutrition is important in order for the body too move efficiently.
 - E:P-2:4: Demonstrate awareness of, and move safely in, general and personal (kinesphere) space.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Un	derstanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.		How does a dancer heighten artistry in a public performance?
PK	К	1	2

Developmental Level: Exposure

Indicators

- I:P-2:1: Dance for an audience following models and cues, demonstrating rehearsal and performance etiquette.
- I:P-2:2: Determine the meaning or purpose of a dance and create production elements that help support them.

- E:P-2:1: Perform a dance for an audience with attention to clear communication of a story, poem, or song.
- E:P-2:2: Think creatively and assemble simple production elements such as props, scenery, posters, costumes, etc.
 - E:P-2:3: Interact with an audience in a formal or informal reflection activity.



Perceive and analyze artistic work.

Artistic Process	Enduring U	nderstanding	Essential Question		
Responding	•	ved and analyzed nd its meaning.	How is dance understood?		
PK	K	1	2		
Developmental Level: Exposure					

Indicators

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

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

- E:P-2:1: Communicate clearly and describe what is seen, heard, felt, and experienced when observing a dance.
 - E:P-2:2: Using guided information from aesthetic principles, identify repeated movements, unity, variety, and sequences in an observed or experienced dance.
- E:P-2:3: Using information from BEST principles, identify and describe shapes and levels in an observed or experienced dance. Apply technology by capturing descriptions in a given organizational tool.
 - E:P-2:4: Using critical thinking, observe and examine and explain differences in movements of two contrasting dances.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring	Understanding	Essential Question
Responding	Dance is	interpreted by	How is dance interpreted?
	considering in	tent, meaning, and	
	artistic e	expression as	
	communicated		
	the body, el	ements of dance,	
	dance techniqu	ue, dance structure,	
PK	K	1	2

Developmental Level: Exposure

Indicators

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

- E:P-2:1: Communicate clearly and describe how an observed dance makes you feel.
- E:P-2:2: Reason effectively and clearly communicate how a particular movement or part of a dance makes you feel as a participant.
- E:P-2:3: Make judgments and decisions as to how performance quality communicates meaning in an observed dance.
- E:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring	Understanding	Essential Question			
Responding		aluating dance vary styles, and cultures.	What criteria are used to evaluate dance?			
PK	K	1	2			
Developmental Level: Exposure						
Indicators						

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

- E:P-2:1: Make judgments and decisions as to how costume, hair, make-up, sets, lighting, music, etc. contribute to the meaning of a dance. Discuss decisions.
- E:P-2:2: Use information from guided criteria to evaluate a dance based on communication of meaning or intent.
 - E:P-2:3: Recognize and describe guided aesthetic principles, such as repetition, unity, variety, and sequence in dance performances.
 - E:P-2:4: Think critically and describe how the elements of dance are combined in observed performances to create mood or communicate concepts.
 - E:P-2:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Und	lerstanding	Essential Question			
Connecting	As dance is expersonal experience and contexts are synthesized to into	ces, knowledge, integrated and	How does dance deepen our understanding of ourselves, other knowledge, and events around us?			
PK	K	1	2			
Developmental Level: Exposure						

Indicators

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

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

- E:P-2:1: Demonstrate basic locomotor and non-locomotor movements and assign personal meaning to the way the movement makes you feel.
- E:P-2:2: Create, describe, and perform a dance about personal experiences. i.e. going to the park, a ball game, a birthday party, a family event.
- E:P-2:3:Use works of art, literature, science, or current events as inspiration to create dance movement.
 - E:P-2:4: Identify and communicate reasons to create dance outside of school.



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

Artistic Process	Enduring Understanding	Essential Question			
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?			
PK	K 1	2			
Developmental Level: Evnosure					

Developmental Level: Exposure

Indicators

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

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

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

- E:P-2:1: Act on creative ideas to describe and create movement that expresses elements of your personal heritage.
 - E:P-2:2: Act on creative ideas to describe and create movement that expresses elements and characteristics of your community.
- E:P-2:3: Reason effectively to recognize dance as a form of expression and explain why people dance.
- E:P-2:4: Compare and contrast cultural purposes for creating by examining dance from different times and places.



Dance Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?
3	4	5

Developmental Level: Exploration

Indicators

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

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

Expectations

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

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

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

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



Organize and develop artistic ideas and work.

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

Developmental Level: Exploration

Indicators

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

1:3-5:2: Modify dance phrases and discuss the reasons and effectiveness of choices.

- E:3-5:1: Using information from the elements of dance (BEST), innovate through improvisation, a phrase that has meaning.
- E:3-5:2: Modify dance phrases, and discuss the reasons for the modifications as well as the effectiveness of artistic choices.
- E:3-5:3: Innovate and act on a dance idea by creating a phrase inspired by the idea. Explain and support choices with clear communication.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self- reflection, feedback from others, and documentation to improve the quality of their work?
3	4	5

Developmental Level: Exploration

Indicators

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

1:3-5:2: Describe various aspects of dance (e.g. patterns, levels, relationships of dancers, spacing).

Expectations

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

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

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

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



Analyze, interpret, and select artistic work for presentation.

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

4

Developmental Level: Exploration

Indicators

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

Expectations

- E:3-5:1: Use information from the BEST principles to explore and expand upon technique and vocabulary.
 - E:3-5:2: Work independently to incorporate a variety of energies in performed movement.
 - E:3-5:3: Work independently to perform movements in a variety of different directions.
- E:3-5:4: Work in small groups cooperatively to perform movements using a variety of spatial relationships.
- E:3-5:5: Work independently and in small groups to vary the rhythm and speed of the same dance phrase.

3



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?
3	4	5
	Developmental Level: Exploration	

Indicators

- I:3-5:1: Demonstrate kinesthetic awareness and technical proficiency in dance performance.
- I:3-5:2: Demonstrate and evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.
 - I:3-5:3: Collaborate and work creatively with others to analyze and refine artistic work.
 - 1:3-5:4: Expand knowledge and execution of performance competencies in dance.

- E:3-5:1: Memorize and perform dance phrases or dance works with technical accuracy.
- E:3-5:2: Recognize movement performed correctly and incorrectly (considering anatomy, alignment, safety).
- E:3-5:3: Develop fundamental knowledge about the value of warm up, nutrition, and preparing the body for dance.
 - E:3-5:4: Safely adapt to change in a defined space and perceive spatial relationships to other dancers.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?
3	4	5

Developmental Level: Exploration

Indicators

- I:3-5:1: Dance for an audience in a variety of spaces, demonstrating rehearsal, and performance etiquette.
- I:3-5:2: Determine the meaning, purpose or artistic intent of a dance, and create production elements that support them.

- E:3-5:1: Perform dances for an audience with attention to clear communication of stories, poems, songs, and personal ideas.
- E:3-5:2: Think creatively and analyze artistic work to produce elements that support the work such as props, scenery, program, posters, costumes, technology, media, etc.
 - E:3-5:3: Interact with an audience in a formal and informal reflection activity.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?
3	4	5
	Developmental Level: Exploration	

Indicators

- I:3-5:1: Identify, create, and apply criteria to evaluate choreography and performance.
 - 1:3-5:2: Describe movement characteristics of multiple genres, cultures, and styles.

- E:3-5:1: Work independently to observe a performance of dance work; analyze and describe how the elements of dance are used.
 - E:3-5:2: Use information from dance terminology to describe patterns in a dance.
- E:3-5:3: Apply technology effectively by developing an organizer for recording observed or experienced patterns in a dance.
- E:3-5:4: Using information from BEST principles, identify and describe qualities of movement of various dances.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by	How is dance interpreted?
	considering intent, meaning, and	
	artistic expression as	
	communicated through the use of	
	the body, elements of dance,	
	dance technique, dance structure,	
	and context.	
3	4	5

Developmental Level: Exploration

Indicators

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

- E:3-5:1: Interact effectively with others and discuss possible meanings and choreographic intent of an observed dance.
- E:3-5:2: Analyze a recorded or performed dance in order to discuss movement qualities and structure.
 - E:3-5:3: Identify and explain why a moment in a dance had personal meaning or response.
- E:3-5:4: Clearly communicate how a dancer's technique conveys artistic expression and clarity in an observed dance.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?
3	4	5
	Developmental Level: Exploration	

Indicators

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

- E:3-5:1: Make judgments and decisions as to how costume, make-up, sets, lighting, music, etc. make a dance successful. Discuss decisions.
- E:3-5:2: Use information from given criteria to evaluate a dance based on communication or theme, ideas, structure, and intent.
- E:3-5:3: Recognize and describe selected aesthetic principles such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast, in dance performances.
 - E:3-5:4: Think critically and describe how selection of the elements of dance and choreographic forms affects personal performances, improvisations, and choreography.
 - E:3-5:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?
3	4	5
	Developmental Level: Exploration	

Indicators

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

1:3-5:2: Access and use research information as impetus for creating meaningful dance.

- E:3-5:1: Observe a dance and discuss how feelings and ideas relate to your personal experience.
- E:3-5:2: Think creatively to develop individual dance studies that integrate the elements of dance, choreographic forms, and aesthetic principles to communicate ideas, thoughts, and feelings.
- E:3-5:3: Use information from research in other disciplines as inspiration to create dance that has meaning.
 - E:3-5:4: Identify and communicate reasons to create dance outside of school.



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

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

3 4 5

Developmental Level: Exploration

Indicators

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

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

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

- E:3-5:1: Work independently and collaboratively to experience different social, historical, and cultural forms of dance, making a personal connection.
 - E:3-5:2: Apply dance literacy through performing a variety of forms and styles of dance.
- E:3-5:3: Work collaboratively with others to perform and explain the meaning of dances from cultures related to general classroom studies.
- E:3-5:4: Analyze and infer how dance is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Dance Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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

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Developmental Level: Enrichment

Indicators

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

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

Expectations

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

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

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

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



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making when creating choreography?
É	7	0

Developmental Level: Enrichment

Indicators

- I:6-8:1: Use fundamentals of composition to create dance in a variety of forms and explain reasons for movement choices and organization.
 - I:6-8:2: Determine and apply artistic criteria to create dance and evaluate its artistic effectiveness.

- E:6-8:1: Create, manipulate, and perform movement phrases using information from the elements of dance. (BEST)
- E:6-8:2: Produce a floor plan for an original independent or collaborative composition and perform the composition following the floor plan.
- E:6-8:3: Work independently to decide on a personal set of artistic criteria. Create a phrase utilizing the criteria and communicate choices clearly.



Refine and complete artistic work.

Enduring Understanding	Essential Question
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self- reflection, feedback from others, and documentation to improve the quality of their work?
7	8
	Choreographers analyze, evaluate, refine, and document their work to communicate

Developmental Level: Enrichment

Indicators

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

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

Expectations

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

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

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

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



Analyze, interpret, and select artistic work for presentation.

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

6 7

Developmental Level: Enrichment

Indicators

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

- E:6-8:1: Be a self- directed learner and work independently to improve dance technique and expand movement vocabulary using the BEST principles.
- E:6-8:2: Work independently to increase range of performance energies using different styles and genres.
- E:6-8:3: Demonstrate flexibility in ability to change directions and levels within a phrase or dance.
- E:6-8:4: Work collaboratively with others to perform a dance that includes a variety of spatial patterns and relationships.
 - E:6-8:5: Work collaboratively with others to perform a variety of rhythms, speeds, and phrasing.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?
6	7	8

Developmental Level: Enrichment

Indicators

- I:6-8:1: Embody technical dance skills to replicate, recall, and execute dance choreography.
- I:6-8:2: Apply basic anatomical knowledge, spatial awareness, and nutritional knowledge to promote safe and healthful strategies when warming up and dancing.
 - I:6-8:3: Collaborate with peers to determine and document strategies for enhancing performance accuracy.
 - 1:6-8:4: Display knowledge and execution of performance competencies in dance.

- E:6-8:1: Memorize and perform technically and artistically accurate dance phrases or dance works.
- E:6-8:2: Recognize the relationship of healthful practices, alignment, and technical accuracy to injury prevention.
- E:6-8:3: Analyze how personal dance practices contribute to safe movement and injury prevention.
- E:6-8:4: Be a self-directed learner and develop strategies for attaining greater clarity of performance.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?
6	7	8

Developmental Level: Enrichment

Indicators

- I:6-8:1: Dance for a variety of audiences in a variety of venues demonstrating performance etiquette, techniques, and practices during class, rehearsal, and performance.
- I:6-8:2: Work collaboratively on the design of production elements that support the artistic intent and meaning of a dance.

- E:6-8:1: Perform dances for audiences with the intent of communicating meaning clearly through articulate technique and projection.
- E:6-8:2: Be a self-directed learner by assuming personal responsibility for rehearsal and performance (costumes, make-up, hair, personal warm-up).
 - E:6-8:3: Manage goals and time as an effective participant and/or leader for class, rehearsal, and performance.
- E:6-8:4: Demonstrate consistent application of performance competencies, such as awareness of space, physical discipline, and concentration in rehearsals and dance performances.
 - E:6-8:5: Interact with an audience in a formal and informal reflection activity.



Perceive and analyze artistic work.

Artistic Proces	ss Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?
6	7	8
	Developmental Level: Enrichment	

Indicators

- I:6-8:1: Describe and demonstrate patterns of movement and their connection to context and choreographic intent.
- I:6-8:2: Describe movement characteristics of multiple genres, cultures, and styles as they relate to choreographic intent.

- E:6-8:1: Make judgments about how patterns in a dance help to communicate artistic intent.
- E:6-8:2: Use information from dance terminology and movement descriptors to discuss possible meanings of a dance.
- E:6-8:3: Apply technology effectively by creating a compare and contrast instrument for describing characteristics of various styles of dance.
- E:6-8:4: Using information from BEST principles, compare and contrast how elements of dance are used within a dance.
 - E:6-8:5: Work collaboratively with others to re-create patterns and movements observed in a dance.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	How is dance interpreted?
6	7	8

Indicators

Developmental Level: Enrichment

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

- E:6-8:1: Using information from dance and non-dance vocabulary, describe how the elements of dance are used in an observed dance
- E:6-8:2: Make judgments and decisions regarding the possible meanings of an observed dance, justify by relating these meanings to specific moments in the dance.
 - E:6-8:3: Analyze choreographic intent in a variety of contrasting dances.
- E:6-8:4: Using information from BEST principles, explain how they influence artistic expression in and interpretation of a dance.



Apply criteria to evaluate artistic work.

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

Developmental Level: Enrichment

Indicators

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

- E:6-8:1: Evaluate the relationship of costume, make-up, sets, lighting, music, etc. to the meaning of a dance.
- E:6-8:2: Collaborate to create criteria for evaluating a dance, and apply those criteria to an observed dance.
 - E:6-8:3: Select and use aesthetic criteria to evaluate personal performances, improvised and choreographed, and the performance of others.
- E:6-8:4: Articulate rationales to explain conceptualizations, aesthetic decisions, and effectiveness of personal performances, improvisations, and choreography.
 - E:6-8:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?
6	7	8

Developmental Level: Enrichment

Indicators

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

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

- E:6-8:1: Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning.
- E:6-8:2: Work independently to identify different aspects of personal interests and identity, and use the information to create a dance that expresses the self.
- E:6-8:3: Examine literature, scientific texts, artistic works, current events, etc., and communicate that information through a dance created collaboratively with others.
 - E:6-8:4: Identify and communicate reasons to create dance outside of school.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?
6	7	8

Developmental Level: Enrichment

Indicators

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

1:6-8:2: Explain how dance reflects and influences history and society.

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

- E:6-8:1: Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance.
- E:6-8:2: Apply technology effectively to create a time line that connects social, cultural, and historical context to the artistic development of dance.
 - E:6-8:3: Analyze how various media have affected the development of dance.
- E:6-8:4: Analyze how response to dance is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Dance Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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

High School Proficient	High School Accomplished	High School Advanced
Excellence		Entrepreneurship

Indicators

- I:9-12:1: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.
- I:9-12:2: Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work.

- E:9-12:1: Use information from choreographed dance phrases to improvise variations or expand on the movement.
 - E:9-12:2: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.
- E:9-12:3: Investigate movement elements that define a particular style, technique, or genre of dance. Choreograph phrases that are complementary with the accessed information.
 - E:9-12:4: Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others.



Organize and develop artistic ideas and work.

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

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

Indicators

- I:9-12:1: Demonstrate and justify personal movement choice by combining the elements of dance, aesthetic principles, and choreographic forms of dance to communicate artistic intent.
- I:9-12:2: Develop an artistic statement for original work and explain how movement choices support the artistic statement.

- E:9-12:1: Translate an idea into a movement theme, using skills and knowledge from the Language of Dance information (LOD).
- E:9-12:2: Design an original work, using one of the forms, genres, or styles of dance study, acting on creative ideas and producing results through performance of the work.
- E:9-12:3: Develop a short, independent (personal) manifesto for creating dance, act on the idea by choreographing and organizing movement that illustrates it, and communicate clearly to justify choices.



Refine and complete artistic work.

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

Indicators

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

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

1:9-12:3: Use self-reflection and feedback from peers, teachers, and adjudicators to refine work.

Expectations

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

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

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

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



Analyze, interpret, and select artistic work for presentation.

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

High School Proficient	High School Accomplished	High School Advanced
Excellence		Entrepreneurship

Indicators

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

- E:9-12:1: Be a self-directed learner and increase and improve technical skills in solo and partnering work.
- E:9-12:2: Increase clarity of technique and complexity of performance sequences in different styles and genres.
 - E:9-12:3: Communicate with an audience clearly through the use of refined performance skills.
 - E:9-12:4: Work collaboratively with diverse teams to perform choreography in unison and interact effectively and cohesively as a member of an ensemble.
 - E:9-12:5: Articulate clearly and effectively in performance with attention to details and nuances that communicate artistic expression.



Develop and refine artistic work for presentation.

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

Entrepreneurship

Indicators

- I:9-12:1: Apply body-mind principles and technical dance skills to the performance of complex choreography.
- I:9-12:2: Apply anatomical principles and healthful practices to a range of technical dance skills, and follow a personal plan that supports health for everyday life.
- I:9-12:3: Plan and execute collaborative and independent rehearsal processes with attention to technical details and artistry.
- I:9-12:4: Demonstrate proficiency in dance form and technique; discuss ways in which proficiency affects dance performance.

- E:9-12:1: Memorize and perform technically and artistically accurate choreography.
- E:9-12:2: Create and follow a personal plan that supports healthy dancing and living (nutrition, warm-up, fitness, discipline, life-choices, stress, education, and goals).
 - E:9-12:3: Analyze personal alignment strengths and weaknesses and create a remedial plan.
 - E:9-12:4: Create an effective and efficient rehearsal process.



Convey meaning through the presentation of artistic work.

Essential Question

Endurina Understandina

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

Indicators

- I:9-12:1: Dance for an audience demonstrating professional standards of performance etiquette and practices. Use a broad repertoire of strategies for audience connection.
- I:9-12:2: Work collaboratively to produce dance works and concerts in a variety of venues, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.
 - I:9-12:3: Develop a professional portfolio that documents the rehearsal and performance process.

Expectations

- E:9-12:1: Make decisions regarding the production elements that will support choreography. Focus on aspects of stage production such as lighting, sound, costuming, etc.
- E:9-12:2: Work effectively with diverse teams as a contributor to a production in roles such as rehearsal assistant, wardrobe mistress, stage manager, lighting designer, hair and makeup design, program design, marketing, etc.
- E:9-12:3: Manage a production and collaborate effectively with a team to produce a work of art, concert, or lecture-demonstration.
- E:9-12:4: Perform a dance focusing on performance competencies, such as projection, ensemble awareness, expression in movement, and/or communication of choreographic intent.
 - E:9-12:5: Interact with an audience in a formal and informal reflection activity.

Artistic Process



Perceive and analyze artistic work.

Essential Question

Enduring Understanding

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

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

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

Expectations

- E:9-12:1: Think critically in order to analyze the structure of complex choreographic works.
- E:9-12:2: Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography.
- E:9-12:3: Apply technology effectively by creating an instrument for capturing analysis of how meaning is communicated in different dance styles.
- E:9-12:4: Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance.
 - E:9-12:5: Work independently to analyze the choreographic structure of a dance and create a new dance using that structure.

Artistic Process



Interpret intent and meaning in artistic work.

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

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

Indicators

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

- E:9-12:1: Communicate clearly and explain how social and historical context contribute to the meaning of a dance.
- E:9-12:2: Think critically and compare and contrast artistic expression in a variety of different dances.
 - E:9-12:3: Work collaboratively to make judgments and decisions in order to justify various interpretations of the same dance, interacting effectively with others.
 - E:9-12:4: Reason effectively and explain how refinements beyond technique contribute to artistic expression, communication of intent, and meaning in a dance.



Apply criteria to evaluate artistic work.

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

High School Proficient	High School Accomplished	High School Advanced
Excellence		Entrepreneurship

Indicators

I:9-12:1: Critically examine and document personal efforts in choreography and performance.

- E:9-12:1: Think creatively and critically to develop and justify personal criteria for evaluating a dance.
- E:9-12:2: Make judgments and decisions in order to write an aesthetic analysis of a choreographic work.
- E:9-12:3: Apply technology effectively to write an aesthetic analysis of a personal choreographic work.
- E:9-12:4: Make judgments and decisions regarding personal choreography and create and justify a plan to strengthen the work, managing goals and time efficiently and effectively.
 - E:9-12:5: Engage appropriately as an audience participant in formal and informal settings.



Synthesize and relate knowledge and personal experiences to make art.

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

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

Indicators

- I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.
- I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.

- E:9-12:1: Work independently to reflect and document on how personal experiences, knowledge, and growth both inside and outside of dance impact personal choices in dance making.
- E:9-12:2: Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created dance.
 - E:9-12:3: Use information from the examination of literature, scientific texts, artistic works, current events, etc.; reflect on personal experiences in relationship to that information, and create an independent dance that connects that information.
 - E:9-12:4: Identify and communicate reasons to create dance outside of school.



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

Artistic Process	Enduring Understanding	Essential Question				
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?				
High School Proficient	High School Accomplished	High School Advanced				
	Excellence	Entrepreneurship				
	Indicators					

- I:9-12:1: Analyze and discuss how specific movement characteristics, techniques, and artistry relate to the people from which the dances originate and to personal dance literacy.
 - I:9-12:2: Analyze the ways people use dance as a means of communication and expression from a cultural, societal, and historical perspective.
 - I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

- E:9-12:1: Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa.
- E:9-12:2: Create a media product and analyze and document how societal, cultural, and historical events have impacted the development of personal dance literacy.
- E:9-12:3: Apply technology effectively and research distinctive aspects of a community and use the research to create a dance tailored for that community. (e.g. special needs, local group, elementary school).
- E:9-12:4: Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center).
- E:9-12:5: Analyze and evaluate the impact of a choreographer/artist or a group of artists on the beliefs, values, and behaviors of a society.



Glossary of Dance Terminology

Aesthetic judgments

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

Articulate

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

BEST principles

Body, Energy, Space, and Time

Elements of dance

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

Fundamental dance skills

- 1. non-locomotor movement movement we make without moving from one place to another;
- 2. locomotor movement movements we make as we move from one place to another;
- 3. body awareness

Fundamentals of composition

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



Given organizer

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

Guided criteria

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

Kinesphere

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

Personal meaning

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

Reason effectively – 21st Century Skill

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

Technical dance skills

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



Technical proficiency

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

Think creatively

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

Think critically - 21st Century Skill

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

21st Century Skill definition

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



Media Arts Standards Grades P-12

MEDIA ARTS														
		Artistic I	Process				Anchor Standard 1							
Creating							Generate and conceptualize artistic ideas and work.							
Enduring Understanding							Essential Question							
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. How do media artists generate ideas? How can ideas for media arts produce be formed and developed to be effective and original?									· ·					
Exposure Explor					cplorat	tion Enrichment				Excellence		Entrepreneurship		
							Ind	licators						
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Discover multiple ideas for media artworks through brainstorming and improvising. Express and share ideas for media artworks through guided exploration. I:3-5:1: De multiple ideas multiple ideas multiple ideas for wariety of media artworks through guided exploration.					e ideas artwork of tools ds, and/	for s using a	l:6-8:1: Formulate variations of ideas, goals, and solutions for media artworks by practicing focused creative processes.			I:9-12:1: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. Strategically utilize generative methods.				
Expectations														
E:P-2:1: Collaborate with others in a whole class setting, with teacher guidance, to create a visual representation of formulated ideas. E:3-5:1: Collab with others in group setting to a visual representation of formulated ideas.				a small o create entation	E:6-8:1: Work independently to create a visual representation of formulated ideas.			E:9-12:1: Work independently to create a visual representation of formulated ideas.						
							: Act on c generat goals.		E:9-12:2: Act on creative ideas to generate artistic goals.					
						E:6-8:3 potenti	: Predict ial obstac te possib		E:9-12:3: Predict potential obstacles and generate possible solutions.					



MEDIA ARTS														
		Artistic	Process	:			Anchor Standard 2							
Creating							Organize and develop artistic ideas and work.							
Enduring Understanding							Essential Question							
Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.								do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?						
Exposure Exploratio					n	Er	nrichme	nt	Excellence		Entrepreneurship			
	Indicators													
PK	К	1	2	3	4	5	6	6 7 8 HS HS Accompli				HS Advanced		
I:P-2:1: With guidance, formulate ideas into plans or models for media arts productions. I:3-5:1: Form, sha and test ideas, pl and models to pr for media arts productions.					lans,	design, evaluat models and pro process	Organize propose e artistic , prototy oduction ses for me oductions	, and ideas, pes,	I:9-12:1: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, project designs, prototypes, and production processes for media arts productions.					
Expectations														
E:P-2:1: Collaborate with others in a whole class setting, with teacher guidance, to create a to-do list for production. E:3-5:1: Collaborate with others in a s with others in a s group setting to a task list to prep for production.					small create	brainst	: Refine ormed id oroductio		E:9-12:1: Apply elements of media arts to refine brainstormed ideas into a production plan.					



MEDIA ARTS													
Arti	istic Proces	s			Anchor Standard 3								
Creating					Refine and complete artistic work.								
Enduring					Essential Qu	estion							
The forming, integ aesthetic comp processes create artistic qualit	ponents, pri es purpose,	nciples, ar meaning,	nd		What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?								
Exposure	e	Ex	Exploration			nrichme	nt	Exc	cellence	Entrepreneurship			
	<u> </u>				Ind	icators							
PK K 1	1 2	3	3 4 5			7	8	HS Proficient	HS Accomplished	HS Advanced			
I:P-2:1: In guided pra make, capture, and for arts content, freely for expression and mean media arts productio	I:3-5:1: Construct, arrange, and combine various content into unified, purposeful media arts productions, describing and applying defined sets of principles. I:3-5:2: In refining and completing media			I:6-8:1: Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions. I:6-8:2: Evaluate, improve, and refine media artworks by intentionally			I:9-12:1: Consolidate production processes and synthesize content to demonstrate deliberate choices in complex media arts productions. I:9-12:2: Refine and modify aesthetic elements and technical components to intentionally form impactful						
effects and make cha content, form, or pre	analyze demons emphas	strate hor sizing eler ffect, pur	emphasizing particular expressive elements to reflect an understanding ments of purpose, audience, or			ts to anding ace, or	expressions in media artworks.						
E:P-2:1: Collaborate v to capture the same multiple ways.	others in setting t content how it w	E:3-5:1: Collaborate with others in a small group setting to decide what content is needed and how it will be captured.			Improve tion plan t decisions and prod es.	about uction	E:9-12:1: Apply aesthetic and technical fundamentals to modify production plan.						
E:P-2:2: Collaborate with others to make judgments and decisions on media production to act on creative ideas. E:3-5:2: Collaborate others in a small grow setting to make judgments and decisions on method production to act on creative ideas with refined purpose.					with E:6-8:2: Make judgments and decisions to refine the media production plan to set a purpose and act on creative				E:9-12:2: Analyze media production plan to create a meaningful impact in their final product(s).				



	MEDIA ARTS												
		Artistic I	Process				Anchor Standard 4						
		Presei	nting				Analy	ze, inter	pret, an	d select artis	tic work for prese	entation.	
Enduring Understanding							E	ssential Que	stion				
Media artists integrate various forms and contents to develop complex, unified artworks.						How are complex media arts experiences constructed?							
Exposure Exploration							Eı	nrichmei	nt	Exc	cellence	Entrepreneurship	
							Indi	cators					
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
differen	I:P-2:1: With guidance, combine different forms and content to form media artworks. I:3-5:1: Practice combining varied academic, arts, and media forms and content into unified media artworks.					ed and nd nified	I:6-8:1: Integrate multiple contents and forms into unified media arts productions that convey consistent themes or ideas.				nd content into un	ze various arts, media ified media arts	
							Ехрес	tations					
E:P-2:1: Work creatively with others, supported by the teacher, to curate multiple types of media (video, sound, still pictures) to create one media product. E:3-5:1: Work creative with others, in a small group setting, to cura multiple types of med (video, sound, still pictures) with academ content to create one media product.					a small to curate of media still ecademic te one	analyze multiple types of media (video, sound, still pictures) with academic content to			types of med academic co	cess, evaluate, use a dia (video, sound, si ntent to produce o ensistent theme.			



MEDIA ARTS												
	Artistic	Process				Anchor Standard 5						
	Prese	nting				Develop and refine artistic work for presentation.						
End	uring Un	derstand	ding					Es	ssential Que	stion		
abilities to c	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.					What skills are required for creating effective media artworks and how a improved? How are creativity and innovation developed within and the media arts productions? How do media artists use various tools and tech						
Exposure Exploration						Е	nrichmer	nt	Exc	cellence	Entrepreneurship	
		ı			ı	Indic	ators					
PK K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Identify, describe, and demonstrate various artistic skills and roles.			I:3-5:1: Exhibit developing ability in a variety of artistic, design, technical, soft skills (ex. tool use, collaboration, equipment use), and organizational roles.			I:6-8:1: Develop, design and exhibit a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks.			I:9-12:1: Demonstrate and employ artistic, design, technical, and soft skills in managing and producing media artworks.			
I:P-2:2: Identif demonstrate b within media a	asic creati	ve skills	I:3-5:2: Exhibit and practice basic creative skills to invent new content and solutions within and through media arts productions.			I:6-8:2: Develop, demonstrate, and exhibit a variety of creative and adaptive innovation abilities.				I:9-12:2: Develop and refine a determined range of creative and adaptive innovation abilities.		
I:P-2:3: Demonstrate and explore how media arts creation tools work.			I:3-5:3: Exhibit, demonstrate, and examine standard use of tools and techniques to construct media artworks.			I:6-8:3: Demonstrate adaptability in using tools and techniques to construct media artworks.				monstrate adaptat	tion and innovation works.	
						Expect	ations					
others to manage the media production plan to include skills and individual roles.			E:3-5:1: Interact effectively with others to manage the media production plan to apply artistic/technical skills and define individual roles.			learners artistic/ sets and product	Be self-di to define technical d roles for tion plan.	skill media	E:9-12:1: Be self-directed learners to define artistic/technical skill sets and roles for media production plan.		roles for media	
E:P-2:2: Act on creative ideas during media arts production. E:3-5:2: Act ideas during production new contents					edia arts	E:6-8:2: Develop and act on a variety of creative skills to produce new media.				efine and develop t media production p	the skill sets needed plan.	
E:P-2:3: Explor tools and tech creative works	niques to p		tools an	with a v	ariety of	E:6-8:3: Apply and adapt use of tools and techniques to construct media content.			E:9-12:3: Apply and adapt use of tools and techniques to construct innovative media content.			



MEDIA ARTS														
	,	Artistic	Process				Anchor Standard 6							
		Prese	nting				Convey meaning through the presentation of artistic work.							
	Endu	ring Un	derstan	ding						Essential Que	estion			
			artworl	esent, sl ks for va			s for me	dia artw	orks? H	How can pres		ting or performing media artworks in row?		
	Exposure Exploration						Er	nrichme	nt	Exc	cellence	Entrepreneurship		
							Ind	icators						
PK	K	1	2	3	4	5 6 7 8			HS Proficient	HS Accomplished	HS Advanced			
I:P-2:2: reactio	: With gu artworks : With gu ons to the dia artwo	idance, s	hare	in preso distribu artwork	te the tation ons, and penting of the tation	d take rocesses or edia y, compare e; share	design presen for the proces: presen distribu artwori	Analyze improver senting r	rmats d e d/or nedia results ments nedia	I:9-12:1: Curate and design the presentation and distribution of collections of media artworks in multiple formats for different audiences. I:9-12:2: Evaluate and implement improvements in presenting media artworks.				
							Ехре	ctution	•					
present media product(s). judgm decisic preser consid and po distrib produ					E:3-5:1: Make judgments and decisions on presentation considering setting and potential distribution of media			: Manago tation an ial distrib media t(s).	d	E:9-12:1: Communicate a clear purpose and setting for presentation of media production or multiple media artworks. Manage distribution of media product(s).				
E:P-2:2: With teacher support, students reflect on the presentation experience. pressugg					product(s). E:3-5:2: Analyze and self-evaluate presentation and suggest improvements.			Analyze presenta a list of a list of al improvere ations.	ition.		tique presentation d implement impro			



	MEDIA ARTS													
	,	Artistic	Process					Anchor Standard 7						
		Respo	nding				Perceive and analyze artistic work.							
	Endu	ring Un	derstan	ding			Essential Question							
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.							How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?							
Exposure Exploratio						ion	Eı	nrichme	nt	Exc	cellence	Entrepreneurship		
	ı	l	l				Ind	licators						
PK	K	1	2	3	4	5	6 7 8		HS Proficient	HS Accomplished	HS Advanced			
compo	components and messages in a variety of media artworks. differe messa; by com			I:3-5:1: Identify, describe, and differentiate how messages are created by components in media artworks.			I:6-8:1: Describe, compare, and analyze message and meaning that are created by components in media artworks.			I:9-12:1: Analyze the qualities and relationships of the components and audience impact in a variety of media artworks.				
I:P-2:2: With guidance, explore and identify how a variety of media artworks create different experiences. I:3-5:2: Idd describe, and differential various for methods, media artworks are manage and experience.			e, and ntiate h forms, ds, and artwork e audie	ow styles in	I:6-8:2: Describe, compare, and analyze how various forms, methods, and styles in media artworks manage audience experience.			I:9-12:2: Ana intention.	alyze audience expe	rience and create				
							Ехре	ctation	s					
E:P-2:1: With teacher support, explore how components of media connect to messaging and audience experiences. E:3-5:1: Immorphise critical thir strategies summarize messages audience eare created media.			thinkin ies to arize ho ges and ce expe	g messages ar audience exp w presented the variety of me riences components			ences igh a		· ·	messages and d through a variety of				



	MEDIA ARTS										
Artisti	ic Process			Anchor Standard 8							
Resp	oonding			Interpret intent and meaning in artistic work.							
Enduring Understanding							Essential Que	estion			
Interpretation and consideration of t context of the r	the intent	form, and		ow do pe	eople rel	ate to and in	terpret media art	twork?			
Exposure		Explor	ation	Eı	nrichme	nt	Exc	cellence	Entrepreneurship		
				Ind	licators						
PK K 1	2	3 4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: With guidance reactions to media art	· =	I:3-5:1: Dete purposes an meanings of artworks.	I:6-8:1: Analyze the intent and meaning of a variety of media artworks.				alyze the intent, me a variety of media				
				Ехре	ctation	s					
E:P-2:1: Analyze media the media arts industr TV, graphic design, an fine art, etc.) to discus audience reactions.	lyze media dia arts liscuss meaning.	from the media arts industry to discuss			E:9-12:1: Analyze media from the media arts industry to discuss intent, meaning, and audience reception.						
E:P-2:2: Analyze their product(s) to discuss a reactions.	lyze their act(s) to ose and	s) to media product(s) to				E:9-12:2: Analyze their media product(s) to discuss intent, meaning, and audience reception.					



	MEDIA ARTS													
		Artistic I	Process				Anchor Standard 9							
		Respo	nding				Apply criteria to evaluate artistic work.							
Enduring Understanding									E	ssential Que	estion			
							value and judge media artworks? When and how critique media artworks to improve them?							
	Exposure Explorat						Eı	nrichme	nt	Exc	cellence	Entrepreneurship		
							Indi	cators						
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: With guidance, examine and share qualities of media artworks. I:3-5:1: Identify apply basic crite evaluate media artworks.					eria to apply criteria to					luate media art wo sing identified criter	•			
							Ехрес	tations						
E:P-2:1: With teacher support and set criteria, examine and communicate qualities of media products. E:3-5:1: Collabo with others to c general criteria evaluate media products.					create to	eate with others to create			E:9-12:1: Using industry-standardized criteria, evaluate production processes and final media products.					



	MEDIA ARTS														
		Artistic I	Process				Anchor Standard 10								
		Conne	ecting			Syr	Synthesize and relate knowledge and personal experiences to make art.								
	Endu	ring Un	derstand	ding			Essential Question								
Med	Media artworks synthesize meaning and form cultural experience.						How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?								
	Exposure Explora						Ei	nrichmei	nt	Exc	ellence	Entrepreneurship			
							Indi	cators							
PK	К	1	2	3	4 5 6			7	8	HS Proficient	HS Accomplished	HS Advanced			
	in making media artworks.				I:3-5:1: Use personal and external resources to create media artworks.			I:6-8:1: Evaluate and use personal, cultural, and/or external resources to create media artworks.			I:9-12:1: Access, evaluate, and use resources to form the creation of original media artworks.				
	With guidences of m			I:3-5:2: Examine and show how media artworks form meaning, situations, and/or culture.			show how media artworks form new				lain and demonstra rks expands meani				
							Ехрес	tations							
E:P-2:1: With teacher support, create media products that utilize personal and shared experiences. E:3-5:1: Creat products that personal and resources.					ts that u al and ex	judgments and decisions on which resources (personal, cultural, and/or external) will be used to create media			E:9-12:1: Access, evaluate, use, and manage resources to create media products.						
E:3-5:2: Ai for meanii cultural co					aning an	nd clearly how decisions				ke claims with sup ecisions change ele	porting evidence to ments of media.				



MEDIA ARTS													
	Artistic	Process				Anchor Standard 11							
	Conne	ecting			Relat	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							
End	uring Un	derstand	ling					Es	sential Ques	tion			
understood a	understood and produced by relating them to their purposes, values, and various contexts.						How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?						
Ехр	Exposure Exploration					on Enrichment				ellence	Entrepreneurship		
						Indica	tors						
PK K	K 1 2 3 4 5				5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: With gui media artworks	I:3-5:1: Identify how media artworks and ideas relate to everyday life.			I:6-8:1: Research and show how media artworks and ideas relate to everyday life.			I:9-12:1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes and values in society.						
	I:P-2:2: With guidance, interact safely with media arts tools and environments.				e and with s and	I:6-8:2: Analyze and interact appropriately with media arts tools and environments.			with the leg	I:9-12:2: Critically evaluate and effectively interact with the legal, technological, systemic, and vocational contexts of media arts.			
I:P-2:3: Describe of media to othe school		-	I:3-5:3: Describe the relationships of media arts to theatre, dance, music, the visual arts, and other disciplines.			I:6-8:3: Describe the relationships of media arts to theatre, dance, music, the visual arts, and other disciplines.			I:9-12:3: Describe influences and interactions among media arts, dance, music, theatre, visual arts, and other disciplines, citing research.				
						Expecto	ations						
E:P-2:1: With te compare media (i.e. pop culture E:P-2:2: With tea with tools in diffe effectively and so and software) E:P-2:3: Compar cultural purpose	E:3-5:1: Compare and contrast media and everyday life. E:3-5:2: Understand and apply ethics and safety rules when using equipment and content. E:3-5:3: Analyze and infer			E:6-8:1: Research and synthesize how media relates to everyday life. E:6-8:2: Apply technology safely and effectively considering media literacy. E:6-8:3: Analyze how			E:9-12:1: Reason effectively how media reflects different contexts, cultures, and values in society. E:9-12:2: Critically apply technology safely and effectively considering media literacy and vocational standards. E:9-12:3: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values,						
examining medi different times a	how media is used to inform or change beliefs, values, and/or behaviors of an individual or society.			response to media arts is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.			and behavio	rs of a society.					



Media Arts Standards Grades P-2 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring U	nderstanding	Essential Question
Creating	processes are imagination, cr and by experie	eas, works, and e shaped by the reative processes, nces, both within de of the arts	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	Developmen	tal Level: Exposure	
PK	К	1	2
	In	dicators	

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

Expectations

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



Organize and develop artistic ideas and work.

Artistic Process	Enduring Ui	nderstanding	Essential Question		
Creating	develop creative designs, and mo structures that	an, organize, and ve ideas, project odels into process t can effectively artistic idea.	How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?		
	Development	al Level: Exposure			
PK	К	1	2		
	Inc	dicators			

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

Expectations

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



Refine and complete artistic work.

Artistic Process	Enduring Understanding	g Essential Question
Creating	The forming, integration, a refinement of aesthetic components, principles, a processes which create purp meaning, and artistic qualit media artworks.	media artwork that conveys nd purpose, meaning, and artistic pose, quality? How do media artists
	Developmental Level: Exp	osure
PK	К	1 2
	Indicators	

- I:P-2:1: In guided practice, make, capture, and form media arts content, freely for expression and meaning, in media arts productions.
- I:P-2:2: Freely and in guided practice, attempt expressive effects and make changes to the content, form, or presentation.

Expectations

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



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Ur	derstanding	Essential Question					
Presenting	forms and cont	itegrate various ents to develop fied artworks.	How are complex media arts experiences constructed?					
	Developmental Level: Exposure							
РК	К	1	2					
	Indi	cators						

I:P-2:1: With guidance, combine different forms and content to form media artworks.

Expectations

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



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question		
Presenting	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?		
	Developmental Level: Exposure			
PK	K 1	2		
Indicators				

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

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

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

Expectations

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

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

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



Convey meaning through the presentation of artistic work.

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

Developmental Level: Exposure			
PK	K	1	2

Indicators

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

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

Expectations

E:P-2:1: With teacher support, present media product(s).

E:P-2:2: With teacher support, students reflect on the presentation experience.



Perceive and analyze artistic work.

Artistic Process

Enduring Understanding

Essential Question

Responding

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

	Developmental	Level: Exposure	
PK	K	1	2

Indicators

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

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

Expectations

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



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Un	derstanding	Essential Question
Responding	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.		How do people relate to and interpret media artwork?
	Developmental L	evel: Exposure	
PK	К	1	2

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

Indicators

Expectations

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

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



Apply criteria to evaluate artistic work.

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

	Developmental	Level: Exposure	
PK	K	1	2

Indicators

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

Expectations

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



Synthesize and relate knowledge and personal experiences to make art.

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

	Developmental	Level: Exposure	
PK	K	1	2

Indicators

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

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

Expectations

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



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

Artistic Process	Enduring Understa	nding	Essential Question
Connecting	Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.		How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?
	Developmental Level:	Exposure	
PK	К	1	2

Indicators

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

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

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

Expectations

- E:P-2:1: With teacher support, work with tools in different environments effectively and safely. (i.e. hardware and software)
- E:P-2:2: Compare and contrast cultural purposes for creating by examining media arts from different times and places.



Media Arts Standards 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.

Expectations

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



Organize and develop artistic ideas and work.

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

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

Expectations

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



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
	Developmental Level: Exploration	
3	4	5
	Indicators	

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

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

Expectations

- E:3-5:1: Collaborate with others in a small group setting to decide what content is needed and how it will be captured.
- E:3-5:2: Collaborate with others in a small group setting to make judgments and decisions on media production to act on creative ideas with a refined purpose.



Analyze, interpret, and select artistic work for presentation.

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

Indicators

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

Expectations

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



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
	Developmental Level: Exploration	
2	1	5

Indicators

- I:3-5:1: Exhibit developing ability in a variety of artistic, design, technical, soft skills (ex. tool use, collaboration, equipment use) and organizational roles.
- 1:3-5:2: Exhibit and practice basic creative skills to invent new content and solutions within and through media arts productions.
 - I:3-5:3: Exhibit, demonstrate, and examine standard use of tools and techniques to construct media artworks.

Expectations

- E:3-5:1: Interact effectively with others to manage the media production plan to apply artistic/technical skills and define individual roles.
 - E:3-5:2: Act on creative ideas during media arts production to create new content. E:3-5:3: Explore and interact with a variety of tools and techniques to construct media content.



Convey meaning through the presentation of artistic work.

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

	Developmental Level: Exploration	
3	4	5

Indicators

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

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

Expectations

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

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



Perceive and analyze artistic work.

Artistic Process	Enduri
AI LISLIC FIOLESS	Liiuuii

Responding

3

Enduring Understanding

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question

How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Developmental Level: Exploration

4

5

Indicators

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

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

Expectations

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



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artwork?
	Developmental Level: Exploration	
3	4	5
	Indicators	

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

Expectations

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



Apply criteria to evaluate artistic work.

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

	Developmental Level: Exploration	
3	4	5

Indicators

I:3-5:1: Identify and apply basic criteria to evaluate media artworks.

Expectations

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



Synthesize and relate knowledge and personal experiences to make art.

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

Developmental Level: Exploration		
3	4	5

Indicators

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

1:3-5:2: Examine and show how media artworks form meaning, situations, and/or culture.

Expectations

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



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?
	Developmental Level: Exploration	
3	4	5
	Indicators	

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

1:3-5:2: Examine and interact safely with media arts tools and environments.

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

Expectations

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

E:3-5:2: Understand and apply ethics and safety rules when using equipment and content.
E:3-5:3: Analyze and infer how media is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Media Arts Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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

Indicators

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

Expectations

E:6-8:1: Work independently to create a visual representation of formulated ideas.

E:6-8:2: Act on creative ideas to generate artistic goals.

E:6-8:3: Predict potential obstacles and generate possible solutions.



Organize and develop artistic ideas and work.

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

Indicators

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

Expectations

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



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

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

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

Expectations

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



Analyze, interpret, and select artistic work for presentation.

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

Indicators

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

Expectations

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



Develop and refine artistic work for presentation.

Enduring Understanding

Essential Question

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

bevelopmental Level. Emiliament

6 7 8

Indicators

- I:6-8:1: Develop, design, and exhibit a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks.
- I:6-8:2: Develop, demonstrate, and exhibit a variety of creative and adaptive innovation abilities.
 - I:6-8:3: Demonstrate adaptability in using tools and techniques to construct media artworks.

Expectations

- E:6-8:1: Be self-directed learners to define artistic/technical skill sets and roles for media production plan.
 - E:6-8:2: Develop and act on a variety of creative skills to produce new media. E:6-8:3: Apply and adapt use of tools and techniques to construct media content.

Artistic Process



Convey meaning through the presentation of artistic work.

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

	Developmental Level: Enrichment	
6	7	8

Indicators

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

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

Expectations

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



Perceive and analyze artistic work.

Artistic Process

Enduring Understanding

Essential Question

Responding

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

	Developmental Level: Enrichmen	t
6	7	8

Indicators

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

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

Expectations

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



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artwork?
	Developmental Level: Enrichment	
6	7	8

Indicators

I:6-8:1: Analyze the intent and meaning of a variety of media artworks.

Expectations

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



Apply criteria to evaluate artistic work.

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

	Developmental Level: Enrichment	
6	7	8

Indicators

I:6-8:1: Develop and apply criteria to evaluate various media artworks.

Expectations

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



Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

	3 3	•
Connecting	Media artworks synthesize	How do we relate knowledge and
	meaning and form cultural	experiences to understanding
	experience.	and making media artworks?
		How do we learn about and
		create meaning through
		producing media artworks?

Essential Question

	Developmental Level: Enrichmer	nt
6	7	8

Indicators

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

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

Expectations

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

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

Artistic Process



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

Indicators

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

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

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

Expectations

E:6-8:1: Research and synthesize how media relates to everyday life.
E:6-8:2: Apply technology safely and effectively considering media literacy.
E:6-8:3: Analyze how response to media arts is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Media Arts Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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

	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

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

Expectations

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



Organize and develop artistic ideas and work.

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

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

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

Expectations

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



Refine and complete artistic work.

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

Ex	kcellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Consolidate production processes and synthesize content to demonstrate deliberate choices in complex media arts productions.

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

Expectations

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



Analyze, interpret, and select artistic work for presentation.

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

1	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Integrate and synthesize various arts, media arts forms, and content into unified media arts productions.

Expectations

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



Develop and refine artistic work for presentation.

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

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

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

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

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

Expectations

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

E:9-12:2: Define and develop the skill sets needed to execute media production plan. E:9-12:3: Apply and adapt use of tools and techniques to construct innovative media content.



Convey meaning through the presentation of artistic work.

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

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

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

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

Expectations

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

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



Perceive and analyze artistic work.

Artistic Process

Enduring Understanding

Essential Question

Responding

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

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

Indicators

I:9-12:1: Analyze the qualities and relationships of the components and audience impact in a variety of media artworks.

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

Expectations

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



Interpret intent and meaning in artistic work.

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

E	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

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

Expectations

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

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



Apply criteria to evaluate artistic work.

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

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

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

Expectations

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



Synthesize and relate knowledge and personal experiences to make art.

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

	Excellence						
High School Proficient	High School Accomplished	High School Advanced					

Indicators

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

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

Expectations

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



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

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

Е	Excellence						
High School Proficient	High School Accomplished	High School Advanced					

Indicators

- I:9-12:1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes and values in society.
- I:9-12:2: Critically evaluate and effectively interact with the legal, technological, systemic, and vocational contexts of media arts.
- I:9-12:3: Describe influences and interactions among media arts, dance, music, theatre, visual arts, and other disciplines, citing research.

Expectations

- E:9-12:1: Reason effectively how media reflects different contexts, cultures, and values in society. E:9-12:2: Critically apply technology safely and effectively considering media literacy and vocational standards.
- E:9-12:3: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.



Glossary of Media Arts Terminology

Context

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

Meaning

The formulation of significance and purposefulness in media artworks.

Source

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



Music Standards Grades P-12

							N	/IUSIC					
		Art	tistic Pro Creatin					Ger	nerate ar		i tandard 1 ize artistic ideas ar	nd work	
	e creati	ve ideas usicians	ig Unde , concep	rstandin ots, and emerge f	feelings from a va			Essential Question How do musicians generate creative ideas?					
	Exp	osure		Ex	ploratio	n	Er	richme	nt	Ex	cellence	Entrepreneurship	
							In	dicators	S				
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
ideas using	I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available. I:3-5:1: Conce and generate ideas for an apurpose and using approptechnology available.					usical itic itext,	and gen works, v of forms contexts purpose	iate tech	usical variety en istic	I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology.			
				,			Ехр	ectatio	ns				
guida ideas comp	:1: With t nce, crea for classi osition a opriate te able.	te music room ctivities,	using	increas indeper musica classroo person activitie approp	E:3-5:1: With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available.				nd in th usical ly ersonal, rical	collaborator clearly comm	earner and as a nusical works that Itural, or historical hnology as available.		
E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.				E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.			as available. E:6-8:2: Create music with advancing melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.			E:9-12:2: Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available.			



	MUSIC												
			i stic Pro Creating				Anchor Standard 2 Organize and develop artistic ideas and work.						
	l cians' cr expertise	eative cl	hoices a		nced by			Essential Question How do musicians make creative decisions?					
	Expo	sure		Ex	xploratio	n	Er	Enrichment Excellence Entrepr					
							Indi	cators					
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	document musical ideas. expl					resent, ument with urpose	I:6-8:1: Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.			I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.			
use star notatio technol	E:P-2:1: With teacher guidance, use standard and/or iconic notation or recording technology to create and document personal musical ideas. E:3-5:1: With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document personal musical ideas. Clearly communicate creative choices.						E:6-8:1: which n standar iconic n recordir to notat persona Craft a c stateme summa support	Apply to nay included notation, of the or record all musical compose ent that corizes and as creative tual choice	de or, or ology, ord lideas. r's learly	notation, icc to notate or and present	oply tools, which ma onic notation, or rec record developed r a composer's state and supports creati	cording technology, musical ideas. Craft ment that clearly	



							MI	JSIC					
		Art	istic Pro	cess						Anchor S	tandard 3		
			Creatin	g					Refi	ne and comp	lete artistic work		
openn M	sicians e ess to ne Iusicians	valuate, ew ideas, of appi present	and refi persisteropriate ation of	rstanding ne their wence, and criteria. creative	ork thro the appl work is th	ication he	Н	Essential Question How do musicians improve the quality of their creative work? When is creative work ready to share?					
	Ехро				ploratio		Eı	nrichme	nt	Exc	cellence	Entrepreneurship	
	<u> </u>				<u> </u>		Indi	cators					
PK	PK K 1 2 3 4 5						6	7	8	HS Proficient	HS Accomplished	HS Advanced	
develo	I:P-2:1: Apply feedback to develop and refine personal musical ideas. I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.						self-sele (includir context evaluate	Apply givected critering elementary and intenderand summents to period ideas.	ria ts of t) to marize	elements of	velop and apply crit context and intent; efinements to pers		
version ideas d	I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose. I:3-5:2: Present classroom vers personal musical and summarize connections to purpose.					deas	for refin persona based o	Support rements to Il musical In feedbace Sources.	o ideas	I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.			
							perform version musical demons develop	trating a ing level o	dy al of craft	I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.			
							and artistic purpose. Expectations						
		personal response	to	to evalu persona in respo	Think cri ate and ro I musical nse to fee ument re	efine ideas edback	to evalu persona respons	Think cri ate and re Il musical e to feedb ument re	efine ideas in oack	E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.			
version refinen artistic approp	E:P-2:2: Present a classroom version, incorporating refinements, and demonstrate artistic purpose, using appropriate technology as available. E:3-5:2: Present a classroom version, incorporating refinements, and expl connections to the art purpose, using appropriate technolog available.						refinem musical analysis	entation	ersonal ough	E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.			
							E:6-8:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.			E:9-12:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.			



MUSIC												
Artistic Pro Presentir		Analyze, interp	Anchor Standard 4 pret, and select artistic work for presentation.									
Enduring Under Performers' interest in and know understanding their own technical performance influence the sele Analyzing creators' context, and how music, provides insight into their inte Performers make interpretive of understanding of context ar	vledge of musical works, skill, and the context for a ction of the repertoire. they manipulate elements of nt and informs performance. ecisions based on their	Essential Question How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?										
Exposure	Exploration	Enrichment	Excellence Entrepreneurship									
		Indicators										
PK K 1 2	3 4 5	6 7 8	HS HS HS Advanced HS Advanced									
I:P-2:1: Describe personal preferences when making musical selections from a variety of contexts.	I:3-5:1: Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill.	I:6-8:1: Apply criteria to determine the selection of music for performance based on purpose, context, technical skill, and artistic qualities.	I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities.									
I:P-2:2: Make appropriate performance choices according to context.	I:3-5:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.	I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.	I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.									
I:P-2:3: Demonstrate artistic qualities in performing musical ideas.	I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.	I:6-8:3: Describe and explain how intent is communicated through interpretation, including expressive aspects and musical elements.	I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.									
I:P-2:4: Read and perform from iconic or standard notation.	I:3-5:4: Read and perform from iconic and/or standard notation.	I:6-8:4: Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems.	I:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.									
	5054 WWW	Expectations										
E:P-2:1: With teacher guidance, select a piece of music to read and perform, considering creative intent.	E:3-5:1: With teacher guidance, select a piece of music to read, analyze, and perform with attention to context and creative intent. Justify and support performance decisions.	E:6-8:1: With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions.	E:9-12:1: As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent. Justify and support performance decisions.									
E:P-2:2: Demonstrate knowledge of musical contexts when describing choices of music selected for performance.	E:3-5:2: Demonstrate an understanding of musical contexts when describing choices of music selected for performance.	E:6-8:2: Explain and compare the use of musical contexts in describing choices of music selected for performance.	E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.									
E:P-2:3: Demonstrate awareness of artistic qualities when performing musical ideas.	E:3-5:3: Demonstrate and explain artistic qualities when performing musical ideas.	E:6-8:3: Support and justify the use of artistic qualities when interpreting music for performance.	E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.									
E:P-2:4: Read iconic or standard notation in preparing for performance.	E:3-5:4: Read iconic and/or standard notation in performance of musical ideas.	E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.	E:9-12:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts.									



	MUSIC													
			stic Pro cresentir					Dev	elop and		tandard 5 tic work for prese	ntation.		
eval	xpress thuate, and gh openr	neir mus d refine ness to n	ical idea their pe ew idea	standing is, music rforman is, persist priate crit	ians ana ce over t tence, a	time	Н	Essential Question How do musicians improve the quality of their performance?						
	Expo	sure		Ex	ploratio	n	Er	nrichme	nt	Exc	cellence	Entrepreneurship		
							Indi	cators						
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
rehears	I:P-2:1: Apply feedback to rehearse and refine performance. I:3-5:1: Identify and apply appropriate feedback to rehearse and refine performance.						apply ap feedback rehears areas of and rea perform		ermine es, ent,	rehearsal str practices, ar performance	I:9-12:1: Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles.			
				ī				tations						
identify multipl the reh to addr suggest		k and exp of view du ocess, in c rmance	lore Iring Order	guidance feedbace multiple during to process improve quality, accurace purpose		y olore f view rsal to nance l istic	E:6-8:1: With limited teacher guidance, identify and apply collaboratively developed criteria to explore multiple ideas during the rehearsal process, in order to improve performance quality, technical accuracy and artistic purpose.			E:9-12:1: As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy and artistic purpose.				
	: Apply fe e and refi sal.			to impr	Apply fe ove and r	efine	to impr	Apply fe ove and r	efine	E:9-12:2: Apply feedback to improve and refine music in rehearsal.				
					learners teacher manage with fle address identifie order to quality experie	ed challer o improve of musica nce for ners and	n ce, d time o nges, in	E:9-12:3: As self-directed learners, manage goals ar time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.						



							M	USIC					
			i stic Pro resentir					Convey	meaning		tandard 6 presentation of	artistic work.	
Musi	cians jud	E nduring ge perfo cross tim	rmance	based c	n criteri	a that		Essential Question When is a performance judged ready to present? How do context the manner in which musical work is presented influence audience response?					
	Expo	sure		E	xploratio	n	E	nrichme	nt	Exc	Excellence Entrepreneur		
							Indi	cators					
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	I:P-2:1: Communicate purpose through music performance. I:3-5:1: Communicate purpose through music performance. purpose through music performance, paying attention to accuracy and interpretation.						purpose perforn attention	Commure through nance, paon to acceptation, asser's inte	n music aying uracy, and	performance	mmunicate purpose e, paying attention on, composer's inte	to accuracy,	
	I:P-2:2: Perform appropriately for audience and purpose. I:3-5:2: Perform appropriately for audience and pur						perforn	Demons nance de riate to t	corum	I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.			
examp	E:P-2:1: Perform varied examples of music with artistic purpose.				E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.			tations Perforn Pepertoire Pepert	e of tic strating	E:9-12:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery.			
effection other perform listene	2: Commu vely with a performer mance. Ri rs in discu y appropri tt.	audience s in music eflect wit ssion or c	the other	E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.			effective audience perform the article the piece intended interpression with the discussion audients.	etation. I e listener ion or oth appropri	the her onvey ose of I as Reflect es in	E:9-12:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			
music based place,	8: Discuss for public on experion and cultur usic is chos	performa ence of til e from w	nce, me,	E:3-5:3: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.			readine reperto public p based o time, p	EDeterminess of a varies of multiple of multiple of multiple on experience, and hich the inchession.	aried usic for nce, ence of culture	E:9-12:3: Choose a varied repertoire of music for performance by applying knowledge of time, place, and culture and determine readiness of music for public performance.			



	MUSIC													
			stic Proesspondi						Perc		tandard 7 Ilyze artistic work			
Individu by their Respons (social, co	interesse to multural	lection of sts, expe p pusic is i , and his	of music eriences urposes nforme storical)	s, unders s. d by ana	is influe standing: lyzing co w creato	s, and ontext ors and		Essential Question How do individuals choose music to experience?						
	Expos	sure		Ex	cploratio	on		nrichme	Entrepreneurship					
							Indi	cators						
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Sel describe h and experi musical ch	iow per iences i	sonal int		I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.			program and der connec	s, experi	ening,	I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.				
concepts a	I:P-2:2: Describe how musical concepts and contrasts may be used for specific purposes.				I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).			l:6-8:2: Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces.			I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.			
E:P-2:1: When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose. E:P-2:2: In response to teacher prompts, describe the use of musical elements and contexts.					c Clearly nicate per n	or for for for ming w the intext pice. iited unicate rtance sical	E:6-8:1: use of r and cor selectin music fi perforn choices based c compar E:6-8:2: indeper commu importa structur elemen	rison. : With indence, inicate th	lements en ty of ng or ify the dence creasing e	E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music. E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.				



	MUSIC												
			espondi				Anchor Standard 8 Interpret intent and meaning in artistic work.						
	ough the	eir use of s and pe	f elemer	standing nts and s s provide tent.	tructure		How	Essential Question How do we discern the musical creators' and performers' expressive intent?					
	Expo	sure		E	ploratio	n	Er	nrichme	nt	Exc	ellence	Entrepreneurship	
							Indi	cators					
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
writing	I:P-2:1: Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent. I:3-5:1: Summarize ar explain how artistic qualities are used in musicians' interpretations.					tic	support interpre and ana musical attentic	Describe persona etations on alyze how element on to conf stic quali intent.	of music use of s, text,	I:9-12:1: Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, compositional techniques, and research.			
								tations					
music, id element and sho writing,	E:P-2:1: When listening to music, identify the musical elements in the performance and show through drawing, writing, or discussion how they may reflect the creative intent. E:3-5:1: When listening to music, communicate clearly how the use of musical elements and performance choices might create the intended effect.						E:6-8:1: When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.			E:9-12:1: Analyze information about the structure, musical elements, context, and observed performances of a piece of music in order to develop a personal interpretation. Justify artistic choices.			
										personal inte	alyze and respond t erpretation, justifyir defending creative	ng musical choices by	



	MUSIC								
Artistic Process Responding			Anchor Standard 9 Apply criteria to evaluate artistic work.						
Enduring Understanding The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.			How	Essential Question How do we judge the quality of musical work(s) and performance(s)?				performance(s)?	
Exposure		Exploratio	n	En	richmer	ıt	Exc	cellence	Entrepreneurship
				Indi	cators				
PK K 1	2 3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Apply personal and artistic preferences when evaluating music, using appropriate musical vocabula	istic preferences when aluating music, using personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.		I:6-8:1: Describe and support personal evaluation of musical works or performances based on existing or developed criteria, using appropriate musical vocabulary.		I:9-12:1: Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary.				
				Ехрес	tations				
E:P-2:1: Clearly communicate preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary. E:3-5:1: Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary.		of music perform familiar styles, a quality a given cri commur support using ap musical citing ev the giver	Choose por musice ances fro and unfaind evalua ccording teria. Cledicate ancia propriate vocabularidence ban criteria.	al m both miliar te the to early I f view	performances from both familiar and unfamiliar styles, and evaluate the quality according to self-developed criteria. Clearly communicate a point view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.		according to self- municate a point of vocabulary, citing personal choices, contexts.		
E:P-2:2: Engage appropriately an active listener in formal ar informal settings, paying attention to audience etiquet appropriate to the genre of music.	nd app activ tte forn sett atte etiq	5:2: Engage ropriately as re listener in al and informas, paying ntion to auduette apprope genre of n	mal ience oriate	E:6-8:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.		formal ngs, to e	E:9-12:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.		paying attention to
E:P-2:3: Compare musical elements from two or more contrasting selections of mus	doc sic. eler mor	5:3: Compardument music nents from the contrasting ctions of mu	cal wo or g	contrast element	Compare musical s from tw lections o	o or	document co	oose a varied reper omparisons and cor ces of music.	toire of music, and ntrasts between the



	MUSIC											
Artistic Process Connecting				Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.								
Enduring Understanding Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.				Н	Essential Question How do musicians make meaningful connections to creating, performing, and responding?							
	Expo	sure		Ex	ploratio	n	En	richmer	nt	Excellence Entrepreneur		Entrepreneurship
							Indic	ators				
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
interes includir enviror relate t creating	P-2:1: Describe how personal terests and experiences, including familial, cultural, and experience, may elate to musical choices when reating, performing, and esponding to music. I:3-5:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music. I:6-8:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.		nces, kills l cal ing,	I:9-12:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.								
							Ехрес	tations				
creative	P-2:1: Identify personal and personal and cultural influences as well as creative preferences in creating, performing, and responding to music.		E:6-8:1: Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.		influences as	entify and justify pe s well as creative pr rforming, and respo	eferences in					
ways to school includir and ext	, 5		rned in clausic maked and or room and cluding arograms, ity musicand cricular	ass as king utside d after-	gained in sch gained both school enviro programs, co	derstand and connool with music skil inside and outside onment, including a community music-m lar opportunities.	ls and experiences the classroom and after-school					



			Ml	JSIC				
Artistic Process Connecting				Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
Enduring Understanding Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.			How d			, other discip	Question lines, contexts, and responding to	nd daily life inform music?
Exposure	Exploration	on	Er	nrichmei	nt	Exc	cellence	Entrepreneurship
			Indi	cators				
PK K 1 2	3 4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Describe how music can be a part of personal daily life experiences.			I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.		functions as historical, po	I:9-12:1: Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and		
I:P-2:2: Describe the role of music in other people's daily lives.	I:3-5:2: Describe explain factors th impact the role of in the lives of peo	at f music	I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.		I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.			
I:P-2:3: Describe the relationships of music to other arts subjects in school.	I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.		I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.		I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.			
	·		Ехрес	tations				
E:P-2:1: With teacher guidance, connect music to personal experience through creating, performing, or responding to music. E:3-5:1: With limited guidance, connect music to personal experience through creating, performing, or responding to music.		E:6-8:1: With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.		connections societal, cult ways of com	self-directed learne between music and ural, historical, poli munication, throug or responding to m	d other personal, tical, and ethical h creating,		
E:P-2:2: With teacher guidance, connect music to other people's personal experiences when creating, performing, or responding to music. E:3-5:2: With limited guidance, connect music to other people's personal experiences when creating, performing, or responding to music.		E:6-8:2: With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music.		other people	self-directed learne e's personal life exp forming, or respon	*		
E:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.	E:3-5:3: With limit guidance, make connections betw music and other or core subjects, incl arts, through creat performing, or res to music.	een ommon uding the ting,	independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.		influences ar other comm	self-directed learne nd interactions betv on core subjects, in ating, performing, o	veen music and cluding the arts,	
E:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.	E:3-5:4: Analyze and document how mused to inform or beliefs, values, and behaviors of an infor society.	usic is change d/or	E:6-8:4: A documen influence the time a was creat	inalyze and t how musi d by unders and place ir red, the ava	c is standing n which it ilable			the impact of a le beliefs, values, and



Music Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	The creative ideas, concepts, and feelings that influence musicians work emerge from a variety of sources.	· ·
	Developmental Level: Exposure	2
PK	K 1	2
	Indicators	

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

Expectations

- E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, using appropriate technology as available.
- E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question			
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?			
	Developmental Level: Exposure				
PK	K 1	2			
Indicators					

I:P-2:1: Select, discuss, and document musical ideas.

Expectations

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



Refine and complete artistic work.

Artistic Process	Enduring	Understanding	Essential Question
Creating	their work the new ideas, pe application	aluate, and refine rough openness to ersistence, and the of appropriate riteria.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	creative work	presentation of is the culmination d communication.	
PK	К	1	2

Indicators

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

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

Expectations

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

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



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Unders	tanding	Essential Question
Presenting	Performers' interest in an musical works, understar technical skill, and the	nding their own	How do performers select repertoire?
	performance influence t		How does understanding the
	the repertoi	re.	structure and context of musical
	Analyzing creators' context, and how		works inform performance?
	they manipulate eleme provides insight into the informs perform	How do performers interpret musical works?	
	Performers make interpr	etive decisions	
	based on their understan	_	
	and expressive i	ntent.	
	Developmental Leve	el: Exposure	
DI/		4	2
PK	K	1	2
	Indicator	S	

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

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

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

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

Expectations

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

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

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

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



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?
	Developmental Level: Exposure	
PK	K 1	2
	Indicators	

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

Expectations

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

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



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding		Essential Qu	estion
Presenting	Musicians judge performances based on criteria that vary across time, place, and cultures.		When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	
	Developmental	Level: Exposure		
PK	К	1		2
	Indi	cators		

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

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

Expectations

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

- E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.
- E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Perceive and analyze artistic work.

Artistic Process	Enduring (Inderstanding	Essential Question
Responding	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.		How do individuals choose music to experience?
	analyzing conto and historical) and performe	usic is informed by ext (social, cultural, and how creators ers manipulate the ts of music.	
	Development	al Level: Exposure	
PK	K	1	2
	Inc	licators	

Indicators

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

Expectations

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



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmental Level: Exposure	
PK	K 1	2
	Indicators	

I:P-2:1: Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent.

Expectations

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



Apply criteria to evaluate artistic work.

Artistic Process	Enduring (Inderstanding	Essential Question
Responding	musical performance analysis, into	al evaluation of work(s) and (s) is informed by erpretation, and hed criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Development	al Level: Exposure	
PK	К	1	2
	Ind	dicators	

I:P-2:1: Apply personal and artistic preferences when evaluating music, using appropriate musical vocabulary.

Expectations

- E:P-2:1: Clearly communicate preferences and include supporting statements when listening to a piece of music, using appropriate musical vocabulary.
- E:P-2:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.
 - E:P-2:3: Compare musical elements from two or more contrasting selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, an knowledge to creating, performing, and responding.	
	Developmental Level: Exposure	2
PK	K 1	2
	La alta de la ca	

Indicators

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

- E:P-2:1: Identify personal and creative preferences in creating, performing, and responding to music.
- I:P-2:2: Identify and document ways to make music outside of school and/or music class, including afterschool programs and extracurricular opportunities.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	disciplines, contexts, and daily
	Developmental Level: Exposur	e
PK	K 1	2
	Indicators	

Indicators

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

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

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

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



Music Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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

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

- E:3-5:1: With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available.
- E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Select, present, explain, and document musical choices with connections to purpose and context.

Expectations

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



Refine and complete artistic work.

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

	Developmental Level: Exploration	
3	4	5

Indicators

- I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.
- I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.

- E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.
- E:3-5:2: Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question How do performers select repertoire?
Presenting	Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.	How does understanding the structure and context of musical works inform performance?
	Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?
	Performers make interpretive decisions based on their understanding of context and expressive intent.	
	Developmental Level: Exploration	
3	4	5
	la di antono	

Indicators

- I:3-5:1: Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill.
 - I:3-5:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.
 - I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.
 - 1:3-5:4: Read and perform from iconic and/or standard notation.

- E:3-5:1: With teacher guidance, select a piece of music to read, analyze, and perform with attention to context and creative intent. Justify and support performance decisions.
- E:3-5:2: Demonstrate an understanding of musical contexts when describing choices of music selected for performance.
 - E:3-5:3: Demonstrate and explain artistic qualities when performing musical ideas.
 - E:3-5:4: Read iconic and/or standard notation in performance of musical ideas.



Develop and refine artistic work for presentation.

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

I:3-5:1: Identify and apply appropriate feedback to rehearse and refine performance.

Expectations

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

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



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Musicians judge performances based on criteria that vary across time, place, and cultures.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Developmental Level: Exploration	
3	4	5
	Indicators	

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

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

Expectations

- E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.
- E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.
- E:3-5:3: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.



Perceive and analyze artistic work.

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

Indicators

- I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.
- I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).

- E:3-5:1: Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice.
- E:3-5:2: With limited guidance, communicate clearly the importance of structure, musical elements, and context.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Summarize and explain how artistic qualities are used in musicians' interpretations.

Expectations

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



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?
	Developmental Level: Exploration	
3	4	5
	Indicators	

I:3-5:1: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.

- E:3-5:1: Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary.
- E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.
 - E:3-5:3: Compare and document musical elements from two or more contrasting selections of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?
	Developmental Level: Exploration	
3	4	5
	Indicators	

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

Expectations

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

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



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

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

- I:3-5:1: Describe and justify how music is a form of personal communication and expression.
 - I:3-5:2: Describe and explain factors that impact the role of music in the lives of people.
- I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.

- E:3-5:1: With limited guidance, connect music to personal experience through creating, performing, or responding to music.
- E:3-5:2: With limited guidance, connect music to other people's personal experiences when creating, performing, or responding to music.
- E:3-5:3: With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.
- E:3-5:4: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Music Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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

Indicators

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

- E:6-8:1: Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.
 - E:6-8:2: Create music with advancing melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

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

Expectations

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



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of creation and communication.	How do musicians improve the quality of their creative work? When is creative work ready to share?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

- I:6-8:1: Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.
- 1:6-8:2: Support rationale for refinements to personal musical ideas based on feedback from multiple sources.
- I:6-8:3: Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose.

- E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.
- E:6-8:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.
- E:6-8:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.	How do performers select repertoire? How does understanding the structure and context of musical works inform performance?
	Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.	How do performers interpret musical works?
	Performers make interpretive decisions based on their understanding of context and expressive intent.	
	Developmental Level: Enrichment	
6	7	8
	1 - 1 - 1 1	

Indicators

I:6-8:1: Apply criteria to determine the selection of music for performance based on purpose, context, technical skill, and artistic qualities.

I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.

I:6-8:3: Describe and explain how intent is communicated through interpretation, including expressive aspects and musical elements.

I:6-8:4: Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems.

- E:6-8:1: With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose. Justify and support performance decisions.
 - E:6-8:2: Explain and compare the use of musical contexts in describing choices of music selected for performance.
 - E:6-8:3: Support and justify the use of artistic qualities when interpreting music for performance.
- E:6-8:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?
	Developmental Level: Enrichment	
6	7	8

Indicators

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

Expectations

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

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

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



Convey meaning through the presentation of artistic work.

Enduring Understanding

Essential Question

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

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

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

Expectations

- E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.
- E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.
 - E:6-8:3: Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.

Artistic Process



Perceive and analyze artistic work.

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

Indicators

- I:6-8:1: Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.
- I:6-8:2: Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces.

Expectations

- E:6-8:1: Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.
- E:6-8:2: With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structure s of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Describe and support personal interpretations of music and analyze how use of musical elements, attention to context, and artistic qualities convey intent.

Expectations

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



Apply criteria to evaluate artistic work.

Endurina Understandina

Essential Question

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

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

Expectations

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

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

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

Artistic Process



Synthesize and relate knowledge and personal experiences to make art.

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

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

Expectations

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

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



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Developmental Level: Enrichment	
6	7	8

Indicators

- I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.
 - I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.
- I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.

- E:6-8:1: With increasing independence, connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music.
- E:6-8:2: With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding to music.
 - E:6-8:3: With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.
- E:6-8:4: Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Music Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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

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

Indicators

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

- E:9-12:1: As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.
- E:9-12:2: Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including complex harmony, in response to artistic stimuli, using appropriate technology as available.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
Creating	influenced by their expertise,	

Ex	ccellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.

Expectations

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



Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians' presentation of creative work is the culmination of creation and communication.

Essential Question

How do musicians improve the quality of their creative work?

When is creative work ready to share?

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

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

- E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.
- E:9-12:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.
- E:9-12:3: Present a performance-ready version and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.



Analyze, interpret, and select artistic work for presentation.

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

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

- I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities.
- I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.
- I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.
- 1:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.

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

 Justify and support performance decisions.
- E:9-12:2: Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.
- E:9-12:3: Support and justify the use of artistic qualities when interpreting music for performance, including attention to composer's intent.
- E:9-12:4: Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, justifying and supporting their use in appropriate contexts.



Develop and refine artistic work for presentation.

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

E:	xcellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

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

Expectations

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

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

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



Convey meaning through the presentation of artistic work.

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

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

Indicators

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

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

Expectations

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

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

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



Perceive and analyze artistic work.

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

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

- I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.
- I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.

- E:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.
- E:9-12:2: As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

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

Expectations

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

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



Apply criteria to evaluate artistic work.

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

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

Indicators

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

- E:9-12:1: Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to self-developed criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.
- E:9-12:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.
- E:9-12:3: Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Musicians connect their personal	How do musicians make
	interests, experiences, ideas, and	meaningful connections to
	knowledge to creating,	creating, performing, and
	performing, and responding.	responding?

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

Expectations

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

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



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

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

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

- I:9-12:1: Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and research.
- I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.
- I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

- E:9-12:1: As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music.
- E:9-12:2: As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music.
- E:9-12:3: As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music.
- E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.



Glossary of Music Terminology

Analyze

Examine in detail the structure and context of the music.

Context

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

Craftsmanship

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

Criteria

Guidelines used to judge the quality of a student's performance.

Demonstrate

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

Dynamics

Level or range of loudness of a sound or sounds.

Explore

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

Expressive Qualities

Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity. Qualities that



convey feeling in the presentation of musical ideas.

Imagine

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced.

Improvisation/Improvise

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

Intent

Meaning or feeling of the music planned and conveyed by a creator or performer.

Interpret/Interpretation

Determine and demonstrate music's expressive intent and meaning when responding and performing.

Inventive singing

Singing with sounds and words that have no real meaning.

Musical idea

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

Musical contrasts

A <u>compositional</u> device which has come to be one of the principal properties of good <u>music</u>. A variety of contrast(s) such as <u>tempo</u> (contrasting fast to slow), <u>dynamics</u> (contrasting loud to soft), and tempo (contrasting fast and slow) is essential to good <u>composition</u>. Contrast is a means to maintain listener interest.



Perform

Share work with others in a formal manner after practice/rehearsal.

Plan

Select and develop musical ideas for creating a musical work.

<u>Purpose</u>

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

Present

Share work with others such as teacher or peers in an informal manner, may be improvised.

Refine

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

<u>Select</u>

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

Steady Beat

The constant repeating pulse in music.

Structure

Totality of a musical work.



Tempo/Tempi

Rate or speed of the beat in a musical work or performance.

Vocalizing

Vocal exercises/singing with no text using one or more vowel sounds.

Sources

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

OnMusic Dictionary: http://dictionary.onmusic.org



Theatre Standards Grades P-12

THEATRE													
			Artistic	Process						Anchor Sto	andard 1		
			Cre	ating			Generate and conceptualize artistic ideas and work.						
		Endu	uring Ui	nderstand	ling		Essential Questions						
Thea	atre a	artists	rely on	intuition,	curiosity,	and	What happens when theatre artists use their imaginations and/or learned theatre						
				inquiry.	,		skill	skills while engaging in collaborative and creative exploration and inqui					
	Expo	osure		Exploration			Enrichment			Exc	Entrepreneurship		
								ndicator.	s				
PK	K 1 2 3 4 5 6 7 8				8	HS Proficient	HS Accomplished	HS Advanced					
enact de of a guid drama/t	I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience.			I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.			I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.			I:9-12:1: Res historical the	earch and explore ho atrical conventions i pices in an original th	ow cultural and nform plot and	
I:P-2:2: Propose details to setting, costume, and properties in a guided original drama/theatrical experience.			I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.			l:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.			I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.				
I:P-2:3: Io ways that define a guided d experien	at voi chara drama	ce and bacter in	oody a	I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.			I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.			personal exp	I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.		
ехрепен	ice.			urama/tir	eatrical exp	erierice.	Expectations						
and con ideas to of a dra	E:P-2:1: Think creatively and communicate clearly ideas to advance the plot of a drama/theatrical experience.			E:3-5:1: Synthesize ideas and collaborate with others to create interesting plot and characters for an original guided drama/theatrical experience.			E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.			E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.			
E:P-2:2: Collaborate with others to conceptualize settings, costumes, and properties for a guided drama/theatrical experience.			E:3-5:2: Work creatively and collaborate with others to create and conceptualize settings, costumes, and properties for a guided drama/theatrical experience.			others to analyze h	E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.			E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.			
E:P-2:3: Think creatively and implement ideas on how to define a character with voice and body.				basic cha	dently to cr racter ana	yses.	to develo original t	Work inder op a charac heatrical w	ter for an ork.	E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions and personal experiences to develop a theatrical work.			
E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.				E:3-5:4: Think creatively and be flexible in rehearsing, and producing an original drama/theatrical experience.			E:6-8:4: Think creatively and be flexible in rehearsing and producing an original theatrical work.			E:9-12:4: Think creatively and be flexible in rehearsing, designing, and producing an original theatrical work.			



		Artistic	Process			Anchor Standard 2								
		Crea	ating					Organiz	e and develop	artistic ideas and wo	rk.			
	Endu		iderstand	ding				0.40		Question				
Theatre	artists v		liscover dit nicating	fferent wa	ys of		Ho	w, when, a	and why do the	and why do theatre artists' choices change?				
Exp	osure			xploratio	n	E	inrichme	nt	Ex	cellence	Entrepreneurship			
						I.	Indicators							
PK K	1	2	3	4	5	6	7	8	HS	HS	HS Advanced			
									Proficient	Accomplished				
I:P-2:1: Exp	lore and		I:3-5:1: T	hrough coll	ective	I:6-8:1: E	xplore, and	ljustify	I:9-12:1: Uti	lize critical analysis,	historical and			
develop dia	logue,			advance ori	ginal	_	artistic choi		cultural con	texts, and learned t	heatrical conventions			
sequential j	_		ideas of p			theatrica	al work base	ed on	to collective	ely develop original	artistic choices to			
defined cha			-	heatrical wo	ork using		nalyses, an			atic meaning.				
guided drar				ter's given		_	und knowle	•	ciarry circin	acio irreariir.g.				
experience.	-	tricar		ances, obje	ctive, and		an historic	al and						
•			inner tho			cultural								
I:P-2:2: Wit		_		Vith promp	_		Share lead	iership			ve team with defined			
and suppor				assume de bilities of a		and exe				ties to discover artis				
offer ideas	for spec	ific		d create a d			ibilities of	_	make interp	retive choices in a o	devised theatrical			
roles of a th	eatrical			d drama/the	· ·		nd collabo		work.					
design tean	า.		experien		za ci icai	incorporate various ideas								
					_		in a theatrical work. Expectations							
E:P-2:1: Worl	collabor	ativoly	F.2 F.1.	Morkers	ativaly.		Research		F.O 12.1. LI	iliza carint analysis	and planuriting			
with others t				Work cre	•					ilize script analysis	, , ,			
creative idea				aborate w		employ playwriting techniques and evaluate					nal artistic choices in			
plot and char		•	others to analyze and advance original ideas.			artistic choices in a			a devised/a	dapted theatrical pr	oduction.			
guided drama			advance	e original i	deas.		/adapted t							
experience.						product		i i cati i cai						
E:P-2:2: Use	develo	ped	E:3-5:2:	Research		E:6-8:2:			E:9-12:2: Re	E:9-12:2: Research information about the world of				
information		•	informa	ition abou	t the	informat	ion about t	he world	the play and work creatively with others to enhance					
world of the				f the story		of the pla	ay and wor	k	artistic choices during the rehearsal process of a					
to enhance		,		eatively to			y with othe		devised/adapted theatrical production.					
choices in t		h		e the devi			artistic cho		acvisca, aac	devised/adapted theatrical production.				
	_				seu	_	ne rehearsa	•						
devised dra experience.	пта/ ше	atrital	experie	theatrical			sed/adapte							
E:P-2:3: Be	flexible	and		nce. Work effect	ively	E:6-8:3:	<u>l productio</u> Manage a d	lesign	E:9-12:3: Us	se technical theatre	knowledge and			
think creati				verse team			y sharing le	_		to explore how eac	-			
being part of	•			vith others	_		king effecti			eatre interacts to e				
design tean		icrical	to incorp	orate vario	us artistic	others to	think critic	cally	and theme.	cati e interacts to e	mance story telling			
uesign tedil			ideas in a				sign choice	s and	and theme.					
F-D 2 4 6 "	h = '	:		heatrical ex		solutions		le le de	50454					
E:P-2:4: Colla				Collaborate			Be responsi			responsible with o				
others and w in a diverse to				nd work efforces			nd work eff rse team to			n a diverse team to				
a guided drai				d drama/the			d/adapted		devised/ada	pted theatrical pro	duction.			
experience.	a, tricati		experien		- Control	producti		cutifear						
E:P-2:5: With	guidance	e and	•	Use avail	ahle		Use avail	ahle	F:9-12:5: 11	se available technolo	ngy to enhance			
support use a	-			ogy to enl			ogy to en			ces in a devised/ada				
technology to		e					· ·				apteu tileatificai			
artistic choice				choices in				production.						
drama/theat			·											
experience.			experie	nce.		theatric	cal produc	tion.						



THEATRE											
Artistic	Process						Anchor Stai	ndard 3			
Cre	ating			Refine and complete artistic work							
Enduring U	nderstand	ling		Essential Question							
Theatre artists refine the craft throu			e their	Hov	How do theatre artists transform and edit their original ideas?						
Exposure		Exploration	1	E	nrichmen	t	Excellence Entrepreneurship				
	Indicators										
PK K 1 2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience. I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.	various artistic choices to enhance character, dialogue and plot in a devised theatrical experience. I:P-2:2: Explore artistic choices in staging a guided drama/theatrical 1:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised					ut the analyze choices ory and us nout the a devised ork for	I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions and production analyses to refine a devised/adapted theatrical work for performance. I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for				
I:P-2:3: With prompting and support discover various solutions to a single technical element.	I:3-5:3: Create innovative solutions to design and technical problems that arise in rehearsal for a devised theatrical experience.			a planned using ava during the for devise theatrical performa	nce.	design iology	I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.				
E:P-2:1: Reason effectively and work creatively with others to make artistic decisions about plot and dialogue.	while con choices in	Reason effeomparing arting a devised neatrical exp	stic	E:6-8:1: / criteria to choices i	E:6-8:1: Apply performance criteria to evaluate artistic choices in a theatrical production.			E:9-12:1: Utilize information on theatrical traditions and conventions and evaluate artistic choices in a theatrical production.			
E:P-2:2: Make decisions on artistic choices in staging.	others to	Collaborate reimagine n a timely m	staging		Manage to e effective ly.		E:9-12:2: Manage time to accomplish artistic goals effectively and efficiently in a theatrical production.				
E:P-2:3: Produce design elements for a guided drama/theatrical experience.	E:3-5:3: Reflect and critique on technical artistic choices and implement innovated ideas to refine choices to better reveal theme.			technica and impl	Make decis artistic ch ement inno refine then	oices ovated	E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production.				
E:P-2:4: With guidance and support use available technology to refine technical designs.	ole e	technolo technica	E:6-8:4: Use available technology to refine technical designs.			E:9-12:4: Use available technology to refine and create technical designs.					
E:P-2:5: Perform a guided devised drama/theatrical work for an informal audience.		adapted the		devised/	Produce a adapted th on for an a		E:9-12:5: Produce a devised/adapted theatrical production for an audience.				



	Theatre													
		,	Artistic	Process						Anchor St	andard 4			
			Prese	enting			,	Analyze,	interpret	c, and select a	artistic work for p	resentation.		
		Endu	ring Uı	nderstand	ding		Essential Question							
				ke strong nvey me		to	Why ar	Why are strong choices essential to interpreting a drama or theatre piece						
Exposure Exploration						n	Е	nrichmer	nt	Exc	cellence	Entrepreneurship		
					_	_	li	ndicators						
PK	К	1	2	3	4 5 6 7 8				8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.				apply va choices t dramation theatre		stic ce ts in a	l:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.			I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work. I:9-12:2: Apply a variety of researched acting, vocal,				
of boand vocame traits guide exper	I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.				Expand or and vocal e a convin er for a scr ance.	l choices icing	I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.				ent techniques, to c	_		
							Ехі	pectation	15					
effecti story i	1: Commively who is worth d drama, ience.	y a spec explorin	ific ng in a		ely to und akes a play		criteria 1	Apply pro to make de pt's select ance.	ecisions	E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.				
with o and in creativ scripte	2: Work others to applement we artisticated dramatics.	decide at origina ic choice	on al es for a	E:3-5:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical performance.			E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical			E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.				
and in acting move	:3: Effect inplemeg, vocal, iment che a convicter.	nt spec and noices to	ific	implemer vocal, and to create	ffectively just specific and movemer a convincir in a scriptence.	ncting, nt choices ng	production. E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.			E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.				



				Т	heatre					
					iicatic					
Artisti	c Process						Anchor St	andard 5		
Pres	enting				Dev	elop and	refine artist	ic work for prese	ntation	
Enduring L	nderstan	ding		Essential Question						
Theatre artists develo skills for a perfo				Wh	What can I do to fully prepare a performance or technical design?					
Exposure	Е	Exploration			Enrichment			cellence	Entrepreneurship	
				Indicators						
PK K 1 2	3	4	5	6	6 7 8			HS Accomplished	HS Advanced	
I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story. I:P-2:2: Create simple technical elements in a guided drama/theatrical experience to enhance a guided theatrical experience based on a known story.	techniques of imagination, movement, and vocal exercises in a scripted theatrical experience. I:3-5:2: Craft basic technical elements in a sma/theatrical e to enhance a eatrical experience. It echniques of imagination, movement, and vocal exercises in a scripted theatrical experience. I:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work. I:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work.				nsfer hearsal of a l work. ariety of es to a formal	I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work. I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.				
				Exp	ectation	ıs				
E:P-2:1: Use acting exercises to inspire creativity in a guided drama/theatre experience based on a known story.	exercises enhance a scripte	E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical			E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.			E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.		
E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.	experience. E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.			by utilizi theatrica	Solve pro ng and ap al resourc cripted th	plying es for a		lve problems by util sources for a script		
E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.	E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work.			and implinnovative	E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.		-	ply technology and olutions to enhance	implement e a scripted theatrical	
E:P-2:4: Participate in theatrically based warm-ups.	progress	Participat sively mor I warm-up	·e	E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.			E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.			



Theatre										
Artistic	Process			Anchor Standard 6						
Pres	enting			Convey meaning through the presentation of artistic work.						
Enduring U	nderstanding					Essential	Question			
Theatre artists share an and envisioned world expe			Wh	What happens when theatre artists and audience share a creative experience?						
Exposure	Explorat	ion	Е	nrichmei	nt	Exc	cellence	Entrepreneurship		
Indicators										
PK K 1 2	3 4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Share an informal, guided drama/theatrical work based on known story.	I:3-5:1: Share an or formal, theme and scripted, the work for an audi engage in shared reflections.	rehearse and scrip work for engage in reflection	I:6-8:1: Present a rehearsed, theme-based, and scripted theatrical work for an audience and engage in shared reflections.			I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and practices grounded in the creative collaboration of the director, designer(s), actor and dramaturg, for a formal audience and engage in shared reflections.				
E:P-2:1: Collaborate with others on a guided theatrical work.	E:3-5:1: Collabor others on a guid theatrical work.		E:6-8:1: managir to craft	E:6-8:1: Collaborate while managing goals and time to craft a theatrical production.			E:9-12:1: Collaborate while managing goals and time to craft a theatrical production.			
E:P-2:2: Present a play/drama for an informal audience.	E:3-5:2: Present an informal audi		E:6-8:2: for an au	Produce audience.	a play	E:9-12:2: Pro	E:9-12:2: Produce a play for an audience.			
E:P-2:3: Interact with an informal audience in an informal reflection activity.	E:3-5:3: Interact audience in an ir reflection activit	audienc	E:6-8:3: Interact with the audience in a formal reflection activity.			E:9-12:3: Interact with the audience in a formal reflection activity.				
	E:3-5:4: Commu self-reflection or theatrical experi one's own contr	n a ence and	E:6-8:4: Present a self- reflection on a theatrical work and one's own contribution to the performance.			E:9-12:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.				



	Theatre													
		Å	Artistic	Process				Anchor Standard 7						
			Respo	onding				Perceive and analyze artistic work.						
Enduring Understanding								Essential	Question					
Theatre artists reflect to understand the impact of drama processes and theatre experiences					How do	How do theatre artists comprehend the essence of drama processes and theatre experiences?								
	Expo	sure		E:	xploratio	n	Е	nrichmer	nt	Exc	cellence	Entrepreneurship		
	Indicators													
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
and s artist perso react	upport ic choic onal aes		Ty T	l:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.			analyze artistic c applying	I:6-8:1: Identify and analyze the effect of artistic choices by applying given criteria to a theatrical experience.			I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.			
							Ex	pectatio	n					
E:P-2:1: Identify when artistic choices are made in a theatrical experience. E:3-5:1: Identify where artistic choices are made and analyze why they were made.					E:6-8:1: Effectively justify and articulate the artistic choices in various theatrical works.			E:9-12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.						
E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience. E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.					E:6-8:2: Use given criteria to evaluate the effectiveness of artistic choices in various theatrical works.			E:9-12:2: Reason and communicate effectively the use of societal and theatrical conventions in conveying meaning.						



						THEA	TRE						
	A	Artistic	Process			Anchor Standard 8							
		Respo	onding			Interpret intent and meaning in artistic work							
	Endui		nderstand	ing		Essential Question							
Thootro orti	sto' in	tarnra	tations of	drama/+k	· oatro								
Theatre arti work are inf						How can the same work of art communicate different messages to different people?							
Work are iii	racric		etics.	хрепене	.s unu	directive people.							
Exposi	ure			Exploration	1		Enrichmen	t	Excellence Entrepreneurship				
						Indica	ators						
РК К	1 2 3			4	5	6	7	8	HS	HS	HS Advanced		
									Proficient	Accomplished			
I:P-2:1: Make per				lentify and	a al		xplore how			evelop and justify	•		
connections to the reactions, and dr		igs,		cate persor to various			nal aestheti oint of viev		aesthetics a	and artistic point of	of view.		
circumstances of		acter.	styles of t			artistic ch							
			experienc	ces.									
I:P-2:2: With prom			1:3-5:2: 10	dentify hov	v setting,	1:6-8:2: Ex	plore vario	us styles	I:9-12:2: Identify and make aesthetic opinions				
support, analyze h is defined through				r, and plot	define		lling in thead identify ar		on a theatrical work using personal experience and knowledge of an artist's intent and style.				
characteristics, dia	alogue, a	and	artistic ir	itent.			ı playwriting		and knowle	edge of an artist's	intent and style.		
prop/costume des	sign cho	ices.				productio							
I:P-2:3: Identify				xplore vari			dentify pers	onal			personal aesthetics		
respond to vario	ous		•	choices in ter for a th	•		s through	oatrical		point of view to on the control of the point	critique, refine, and		
drama/theatrica	al		experien		eatrical	work.	tion in a th	eatricai	produce a t	neatrical work.			
experience.													
						Expect							
E:P-2:1: Effective	•			Effectively			Communica		E:9-12:1: Work independently to reason and				
and interact wit compare person				act with or personal f			ers how per noices are i		create an effective relationship between personal aesthetics and artistic choices for a				
about character		_	-	aracter an	_		nal aesthet		theatrical v				
a guided drama,	/theatr	ical	various t										
experience. E:P-2:2: Collabor	rata wit	h	experien		active ly	E-6-9-2- Da	esearch infor	mation on	F.O. 12.2. D	ann affactivalu	to identify and		
others to create		n		Reason efforce the related the related to the relat	•		tists' lives an			eason effectively to artists' choices a			
understanding of	f charac	ters		an artist's	•		and commu			eatrical work.			
within a given drama/theatrical	l evneri	ence	and artis	tic choices			how they in ic choices.	Tormea					
E:P-2:3: Work col		•	E:3-5:3: \	Work dently to ci	eate a		While worki	_		iteract effectively			
to respond to var				r for a scer		diverse group, effectively communicate and integrate			synthesize the various artistic points of view and aesthetics of the group to enhance a				
drama/theatrical	l experi	ences.				-	ersonal aest a theatrical		theatrical v	vork.			
								work.					
E:P-2:4: Engage			E:3-5:4: I			E:6-8:4: E			E:9-12:4: Engage appropriately as an audience				
appropriately as audience partici		1		ately as an participar		appropria participa	ately as an	audience	participant	in formal/informa	al settings.		
formal/informal	•			nformal set			iformal set	tings.					



THEATRE											
Artistic	Process		Anchor Standard 9								
Respo	onding	Apply criteria to evaluate artistic work.									
Enduring Ur	nderstanding	Essential Question									
	criteria to investigate, ama and theatre work.	How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?									
Exposure	Exploration	Enrichment	Excellence Entrepreneurship								
Indicators											
PK K 1 2	3 4 5	6 7 8	HS HS HS Advanced Proficient Accomplished								
I:P-2:1: Describe and define a character in a theatrical production.	I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work.	I:6-8:1: Respond to a theatrical work using specific evidence and artistic criteria.	I:9-12:1: Use historical and cultural contexts and the play's language, style and structure to analyze a theatrical work.								
I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.	I:3-5:2: Investigate how technical elements assist in presenting theme.	I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work.	I:9-12:2: Recognize and analyze varied aesthetic interpretations of the same theatrical work.								
I:P-2:3: Describe how characters respond to conflicts in a theatrical production.	I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a theatrical work.	I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.	I:9-12:3: Create impactful connections between a theatre work and contemporary issues.								
		Expectations									
E:P-2:1: Work with others to apply given criteria to a theatrical work.	E:3-5:1: Work creatively with others to formulate evaluation criteria.	E:6-8:1: Apply standard analysis criteria to a theatrical production.	E:9-12:1: Access information on various criteria used to investigate and explore a theatrical work.								
E:P-2:2: Identify and communicate technical choices in a theatrical production.	E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical work.	E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it.	E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.								
E:P-2:3: Interact effectively with a group and discuss a character's role in the story.	E:3-5:3: Interact with an informal audience and analyze a theatrical work.	E:6-8:3: Evaluate an effect a theatrical event has on an audience.	E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.								



THEATRE										
Artistic	Process			Anchor Standard 10						
Conn	ecting		Synth	Synthesize and relate knowledge and personal experiences to make art						
Enduring U	nderstanding					Essential (Question			
Theatre artists a interrelationships bet influence and in	ween self and o	others to		What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?						
Exposure	Explor	ation	Е	nrichmer	nt	Exc	cellence	Entrepreneurship		
Indicators										
PK K 1 2	K K 1 2 3 4 5 6 7						HS Accomplished	HS Advanced		
I:P-2:1: Explore how personal experience relates to a character's experience in guided theatrical experience.	I:3-5:1: Explor theatre can co oneself to a co culture.	commu	I:6-8:1: Investigate a community issue through multiple perspectives in a theatrical work.			I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.				
			Ехр	ectations	;					
E:P-2:1: Create a devised theatrical experience based on the idea of community and the individual.	E:3-5:1: Presentheatrical issuments to a form informal audie	e-based nal or	E:6-8:1: Research a community issue and collaborate with others to devise a theatrical work.			E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.				
E:P-2:2: Interact effectively with others and share how personal and character experiences relate.	E:3-5:2: Intera audience in a informal respo	with a d flexible a choices commun	E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.			E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.				
			interact in a forn	E:6-8:3: Lead others and interact with the audience in a formal or informal response activity.		E:9-12:3: Lead and interact with the audience in a formal or informal response activity.				
				E:6-8:4: Create a self- reflective review.			eate a self-reflective	e review.		



		THEATRE						
Artistic	Process	Anchor Standard 11						
Conne	ecting	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding						
Enduring Un	derstanding	Essential Question						
Theatre artists understand a creative processes and artisti the way the world n	c inspirations as they analyze	In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.						
Exposure	Exploration	Enrichment	Excellence Entrepreneurship					
		Indicators						
PK K 1 2	3 4 5	6 7 8	HS HS HS Advanced Proficient Accomplished					
I:P-2:1: Identify similarities between theatrical works from various cultures.	I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.	I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.	I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.					
I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.	I:3-5:2: Identify and use historical source material to develop a theatrical work.	I:6-8:2: Use historical source material to craft a theatrical work.	I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical and cultural understanding of story, theme, and theatrical conventions.					
I:P-2:3: Describe the relationships of theatre to other arts subjects in school.	I:3-5:3: Describe the relationships of theatre to dance, music, the visual arts, media arts, and other disciplines.	I:6-8:3: Describe the relationships of theatre to dance, music, visual arts, media arts, and other disciplines.	I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.					
		Expectations						
E:P-2:1: With guidance, compare and contrast various theatrical works.	E:3-5:1: Compare and contrast various theatrical works.	E:6-8:1: Research and evaluate various productions based on the same story and/or theme.	E:9-12:1: Work independently to synthesize personal, cultural and historical views into compelling artistic choices.					
E:P-2:2: Communicate clearly personal responses to various theatrical works.	E:3-5:2: Using devised criteria respond to personal responses to various theatrical works.	E:6-8:2: Use discipline- specific literacy to clearly communicate personal aesthetics.	E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.					
E:P-2:3: Apply researched information to develop and refine a self-devised theatrical work based on a provided artifact.	E:3-5:3: Apply researched information to develop and refine a self-written theatrical work based on a historical source material.	E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.	E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.					
E:P-2:4: With guidance and support present a self-devised theatrical work.	E:3-5:4: Devise a personal theatrical work.	E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.	E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.					
E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places.	E:3-5:5: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.	E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.	E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.					



Theatre Standards Grades P-2 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding
Theatre artists rely on intuition,
curiosity, and critical inquiry.

Essential Questions
What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

PK K 1

Developmental Level: Exposure

Indicators

I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience.

I:P-2:2: Propose details to setting, costume, and properties in a guided original drama/theatrical experience.

- E:P-2:1: Think creatively and communicate clearly ideas to advance the plot of a drama/theatrical experience.
- E:P-2:2: Collaborate with others to conceptualize settings, costumes, and properties for a guided drama/theatrical experience.
- E:P-2:3: Think creatively and implement ideas on how to define a character with voice and body. E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.



Organize and develop artistic ideas and work.

Enduring Understanding

Essential Question

Creating

Theatre artists work to discover different ways of communicating

How, when, and why do theatre artists' choices change?

PK

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artists choices end

Developmental Level: Exposure

Indicators

I:P-2:1: Explore and develop dialogue, sequential plot and defined characters in a guided drama/theatrical experience.

I:P-2:2: With prompting and support, assume and offer ideas for specific roles of a theatrical design team.

- E:P-2:1: Work collaboratively with others to develop creative ideas concerning plot and characters in a guided drama/theatrical experience.
- E:P-2:2: Use developed information about the world of the play/story to enhance artistic choices in the guided devised drama/theatrical experience.
 - E:P-2:3: Be flexible and think creatively while being part of a theatrical design team.
 - E:P-2:4: Collaborate with others and work effectively in a diverse team to develop a guided drama/theatrical experience.
 - E:P-2:5: With guidance and support use available technology to enhance artistic choices in a guided drama/theatrical experience.



Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Theatre artists refine their work and practice their craft through rehearsal

Essential Question

How do theatre artists transform and edit their original ideas?

PK

K

1

2

Developmental Level: Exposure

Indicators

I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience.

I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.

I:P-2:3: With prompting and support discover various solutions to a single technical element.

Expectations

E:P-2:1: Reason effectively and work creatively with others to make artistic decisions about plot and dialogue.

E:P-2:2: Make decisions on artistic choices in staging.

E:P-2:3: Produce design elements for a guided drama/theatrical experience.

E:P-2:4: With guidance and support use available technology to refine technical designs.

E:P-2:5: Perform a guided devised drama/theatrical work for an informal audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process

Enduring Understanding

Essential Question

Presenting

Theatre artists make strong choices to effectively convey meaning

Why are strong choices essential to interpreting a drama or theatre piece

PK

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2

Developmental Level: Exposure

Indicators

- I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.
- I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.

- E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.
- E:P-2:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance.
 - E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation

Develop and refine artistic work for presentation		
Artistic Process	Enduring Understanding	Essential Question

Presenting Theatre artists develop personal processes and skills for a performance or design

What can I do to fully prepare a performance or technical design?

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Developmental Level: Exposure

Indicators

I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story.I:P-2:2: Create simple technical elements in a guided drama/theatrical experience to enhance a guided theatrical experience based on a known story.

Expectations

- E:P-2:1: Use acting exercises to inspire creativity in a guided drama/theatre experience based on a known story.
- E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.
- E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.

E:P-2:4: Participate in theatrically based warm-ups.



Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question

What happens when theatre artists and audience share a creative experience?

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Developmental Level: Exposure

Indicators

I:P-2:1: Share an informal, guided drama/theatrical work based on known story.

Expectations

E:P-2:1: Collaborate with others on a guided theatrical work.

E:P-2:2: Present a play/drama for an informal audience.

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



Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists reflect to understand the impact of drama processes and theatre experiences

Essential Question

How do theatre artists comprehend the essence of drama processes and theatre experiences?

Developmental Level: Exposure

Indicators

I:P-2:1: With prompting and support, identify artistic choices and personal aesthetic reactions to a theatrical experience.

Expectations

E:P-2:1: Identify when artistic choices are made in a theatrical experience.

E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience.



Interpret intent and meaning in artistic work.

Artistic Process
Responding

Enduring Understanding

Theatre artists' interpretations of drama/theatre work are influenced by personal

experiences and aesthetics.

Essential Question

How can the same work of art communicate different messages to different people?

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Developmental Level: Exposure

Indicators

I:P-2:1: Make personal connections to the feelings, reactions, and dramatic circumstances of a character.

I:P-2:2: With prompting and support, analyze how character is defined through physical characteristics, dialogue, and prop/costume design choices.

I:P-2:3: Identify and respond to various characters in a drama/theatrical experience.

Expectations

E:P-2:1: Effectively reason and interact with others to compare personal feelings about character and plot in a guided drama/theatrical experience.

E:P-2:2: Collaborate with others to create an understanding of characters within a given drama/theatrical experience.

E:P-2:3: Work collaboratively and use personal aesthetics to respond to various drama/theatrical experiences.

E:P-2:4: Engage appropriately as an audience participant in formal/informal settings



Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

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Developmental Level: Exposure

Indicators

I:P-2:1: Describe and define a character in a theatrical production.

I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.

I:P-2:3: Describe how characters respond to conflicts in a theatrical production.

Expectations

E:P-2:1: Work with others to apply given criteria to a theatrical work.

E:P-2:2: Identify and communicate technical choices in a theatrical production.

E:P-2:3: Interact effectively with a group and discuss a character's role in the story.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process
Connecting

Enduring Understanding

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work

Essential Question

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

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Developmental Level: Exposure

Indicators

I:P-2:1: Explore how personal experience relates to a character's experience in guided theatrical experience.

Expectations

E:P-2:1: Create a devised theatrical experience based on the idea of community and the individual.

E:P-2:2: Interact effectively with others and share how personal and character experiences relate.



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

Artistic Process

Connecting

Enduring Understanding

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

Essential Question

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

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Developmental Level: Exposure

Indicators

I:P-2:1: Identify similarities between theatrical works from various cultures.

I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.

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

Expectations

E:P-2:1: With guidance, compare and contrast various theatrical works.

E:P-2:2: Communicate clearly personal responses to various theatrical works.

E:P-2:3: Apply researched information to develop and refine a self-devised theatrical work based on a provided artifact.

E:P-2:4: With guidance and support present a self-devised theatrical work.

E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places.



Theatre Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process
Creating

Enduring Understanding
Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Questions

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

3

Developmental Level: Exploration

Indicators

- I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.
- I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.
- I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.

- E:3-5:1: Synthesize ideas and collaborate with others to create interesting plot and characters for an original guided drama/theatrical experience.
- E:3-5:2: Work creatively and collaborate with others to create and conceptualize settings, costumes, and properties for a guided drama/theatrical experience.
 - E:3-5:3: Work independently to create a basic character analyses.
 - E:3-5:4: Think creatively and be flexible in rehearsing, and producing an original drama/theatrical experience.



Organize and develop artistic ideas and work.

Artistic Process

Enduring Understanding

Essential Question

Creating

Theatre artists work to discover different ways of communicating

How, when, and why do theatre artists' choices change?

3

Developmental Level: Exploration

Indicators

- I:3-5:1: Through collective inquiry, advance original ideas of plot in a drama/theatrical work using a character's given circumstances, objective, and inner thoughts.
- I:3-5:2: With prompting and support, assume defined responsibilities of a theatrical team and create a design for a devised drama/theatrical experience.

- E:3-5:1: Work creatively and collaborate with others to analyze and advance original ideas.
- E:3-5:2: Research information about the world of the story and use it creatively to enhance the devised drama/theatrical experience.
- E:3-5:3: Work effectively with a diverse team being flexible with others in order to incorporate various artistic ideas in a devised drama/theatrical experience.
 - E:3-5:4: Collaborate with others and work effectively in a diverse team to enhance a devised drama/theatrical experience.
- E:3-5:5: Use available technology to enhance artistic choices in a devised drama/theatrical experience.



Refine and complete artistic work

Artistic Process

Creating

Enduring Understanding

Theatre artists refine their work and practice their craft through rehearsal

Essential Question

How do theatre artists transform and edit their original ideas?

5

Developmental Level: Exploration

Indicators

- I:3-5:1: Explore and refine various artistic choices to enhance character, dialogue, and plot in a devised theatrical experience.
- I:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised theatrical experience.
- I:3-5:3: Create innovative solutions to design and technical problems that arise in rehearsal for a devised theatrical experience.

Expectations

- E:3-5:1: Reason effectively while comparing artistic choices in a devised drama/theatrical experience. E:3-5:2: Collaborate with others to reimagine staging choices in a timely manner.
 - E:3-5:3: Reflect and critique on technical artistic choices and implement innovated ideas to refine choices to better reveal theme.

E:3-5:4: Use available technology to refine technical designs.

E:3-5:5: Perform a devised/adapted theatrical experience for an informal audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Theatre artists make strong choices to effectively convey meaning

Essential Question

Why are strong choices essential to interpreting a drama or theatre piece

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Developmental Level: Exploration

Indicators

I:3-5:1: Develop and apply various artistic choices to enhance dramatic moments in a theatre work.

I:3-5:2: Expand on artistic physical and vocal choices to create a convincing character for a scripted performance.

Expectations

E:3-5:1: Reason effectively to understand what makes a play worth performing.

E:3-5:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical performance.

E:3-5:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character in a scripted performance.



Develop and refine artistic work for presentation.

Artistic Process Presenting

Enduring Understanding

Essential Question
What can I do to fully prepare a performance or technical

Theatre artists develop personal processes and skills for a performance or design

design?

4

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Developmental Level: Exploration

Indicators

I:3-5:1: Integrate techniques of imagination, movement, and vocal exercises in a scripted theatrical experience.

1:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work.

Expectations

E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical experience. E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.

E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work. E:3-5:4: Participate in progressively more involved warm-ups.



Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question

What happens when theatre artists and audience share a creative experience?

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Developmental Level: Exploration

Indicators

I:3-5:1: Share an informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.

Expectations

E:3-5:1: Collaborate with others on a guided theatrical work.

E:3-5:2: Present a play for an informal audience.

E:3-5:3: Interact with the audience in an informal reflection activity.

E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.



Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists reflect to understand the impact of drama processes and theatre experiences

Essential Question

How do theatre artists comprehend the essence of drama processes and theatre experiences?

3 4 5

Developmental Level: Exploration

Indicators

I:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.

Expectations

E:3-5:1: Identify where artistic choices are made and analyze why they were made.

E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.



Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question

How can the same work of art communicate different messages to different people?

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Developmental Level: Exploration

Indicators

I:3-5:1: Identify and communicate personal reactions to various types and styles of theatrical experiences.

1:3-5:2: Identify how setting, character, and plot define artistic intent.

I:3-5:3: Explore various personal choices in creating a character for a theatrical experience.

- E:3-5:1: Effectively reason and interact with others to compare personal feelings about character and plot in various theatrical experiences.
- E:3-5:2: Reason effectively to explore the relationship between an artist's intent and artistic choices. E:3-5:3: Work independently to create a character for a scene.
 - E:3-5:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

3 4 5

Developmental Level: Exploration

Indicators

I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work.
I:3-5:2: Investigate how technical elements assist in presenting theme.

I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a theatrical work.

Expectations

E:3-5:1: Work creatively with others to formulate evaluation criteria.

E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical work. E:3-5:3: Interact with an informal audience and analyze a theatrical work.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work

Essential Question

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

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Developmental Level: Exploration

Indicators

I:3-5:1: Explore how theatre can connect oneself to a community or culture.

Expectations

E:3-5:1: Present a devised theatrical issue-based work to a formal or informal audience. E:3-5:2: Interact with the audience in a formal or informal response activity.



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

Artistic Process

Connecting

Enduring Understanding

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

Essential Question

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

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Developmental Level: Exploration

Indicators

I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.

1:3-5:2: Identify and use historical source material to develop a theatrical work.

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

Expectations

E:3-5:1: Compare and contrast various theatrical works.

E:3-5:2: Using devised criteria respond to personal responses to various theatrical works.

E:3-5:3: Apply researched information to develop and refine a self-written theatrical work based on a historical source material.

E:3-5:4: Devise a personal theatrical work.

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



Theatre Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Questions

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

5 7 8

Developmental Level: Enrichment

Indicators

- I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.
- I:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.
- I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.

- E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.
- E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.
 - E:6-8:3: Work independently to develop a character for an original theatrical work.
 - E:6-8:4: Think creatively and be flexible in rehearsing and producing an original theatrical work.



Organize and develop artistic ideas and work.

Artistic Process

Enduring Understanding

Essential Question

Creating

Theatre artists work to discover different ways of communicating

How, when, and why do theatre artists' choices change?

6

Developmental Level: Enrichment

Indicators

- I:6-8:1: Explore, and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.
- I:6-8:2: Share leadership and execute responsibilities of a design team, and collaborate to incorporate various ideas in a theatrical work.

- E:6-8:1: Research and employ playwriting techniques and evaluate artistic choices in a devised/adapted theatrical production.
- E:6-8:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.
- E:6-8:3: Manage a design project by sharing leadership and working effectively with others to think critically about design choices and solutions.
- E:6-8:4: Be responsible to others and work effectively in a diverse team to enhance a devised/adapted theatrical production.
- E:6-8:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.



Refine and complete artistic work.

Artistic Process

Enduring Understanding

Essential Question

Creating

Theatre artists refine their work and practice their craft through rehearsal

How do theatre artists transform and edit their original ideas?

6

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Developmental Level: Enrichment

Indicators

- I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.
- I:6-8:2: Explore various staging ideas throughout the rehearsal process of a devised /adapted theatrical work for performance.
- I:6-8:3: Implement and refine a planned technical design using available technology during the rehearsal process for devised/adapted theatrical work for performance.

Expectations

E:6-8:1: Apply performance criteria to evaluate artistic choices in a theatrical production.

E:6-8:2: Manage time and rehearse effectively and efficiently.

E:6-8:3: Make decisions on technical artistic choices and implement innovated ideas to refine them.

E:6-8:4: Use available technology to refine technical designs.

E:6-8:5: Produce a devised/adapted theatrical production for an audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Theatre artists make strong choices to effectively convey meaning

Essential Question

Why are strong choices essential to interpreting a drama or theatre piece

7

Developmental Level: Enrichment

Indicators

I:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.

I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.

Expectations

E:6-8:1: Apply provided criteria to make decisions on a script's selection for performance.

E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production

E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation.

Artistic Process

Enduring Understanding

Essential Question

Presenting

Theatre artists develop personal processes and skills for a performance or design

What can I do to fully prepare a performance or technical design?

6

Developmental Level: Enrichment

Indicators

I:6-8:1: Participate in a variety of acting exercises, and transfer techniques to a rehearsal and performance of a scripted theatrical work.

I:6-8:2: Explore a variety of technical techniques to create a design for a formal or informal, scripted theatrical production.

- E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.
- E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.
 - E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.
 - E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.



Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question

What happens when theatre artists and audience share a creative experience?

6 7

Developmental Level: Enrichment

Indicators

I:6-8:1: Present a rehearsed, theme-based, and scripted theatrical work for an audience and engage in shared reflections.

Expectations

E:6-8:1: Collaborate while managing goals and time to craft a theatrical production.

E:6-8:2: Produce a play for an audience.

E:6-8:3: Interact with the audience in a formal reflection activity.

E:6-8:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.



Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists reflect to understand the impact of drama processes and theatre experiences

Essential Question

How do theatre artists comprehend the essence of drama processes and theatre experiences?

5 7

Developmental Level: Enrichment

Indicators

I:6-8:1: Identify and analyze the effect of artistic choices by applying given criteria to a theatrical experience.

Expectations

E:6-8:1: Effectively justify and articulate the artistic choices in various theatrical works. E:6-8:2: Use given criteria to evaluate the effectiveness of artistic choices in various theatrical works.



Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question

How can the same work of art communicate different messages to different people?

6 7

Developmental Level: Enrichment

Indicators

I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices. I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.

1:6-8:3: Identify personal aesthetics through participation in a theatrical work.

- E:6-8:1: Communicate clearly with others how personal artistic choices are informed by personal aesthetics.
- E:6-8:2: Research information on various artists' lives and personal aesthetics and communicate effectively how they informed their artistic choices.
- E:6-8:3: While working in a diverse group, effectively communicate and integrate various personal aesthetics to enhance a theatrical work.
 - E:6-8:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

5 7

Developmental Level: Enrichment

Indicators

I:6-8:1: Respond to theatrical work using specific evidence and artistic criteria.

I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work. I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.

Expectations

E:6-8:1: Apply standard analysis criteria to a theatrical production.

E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it. E:6-8:3: Evaluate an effect a theatrical event has on an audience.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work

Essential Question

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

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Developmental Level: Enrichment

Indicators

I:6-8:1: Investigate a community issue through multiple perspectives in a theatrical work.

Expectations

E:6-8:1: Research a community issue and collaborate with others to devise a theatrical work. E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.

E:6-8:3: Lead others and interact with the audience in a formal or informal response activity. E:6-8:4: Create a self-reflective review.



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

Artistic Process

Connecting

Enduring Understanding

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

Essential Question

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

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Developmental Level: Enrichment

Indicators

I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.

I:6-8:2: Use historical source material to craft a theatrical work.

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

Expectations

E:6-8:1: Research and evaluate various productions based on the same story and/or theme.

E:6-8:2: Use discipline-specific literacy to clearly communicate personal aesthetics.

E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.

E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.



Theatre Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Questions

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

		' '				
E	Excellence					
High School Proficient	High School Accomplished	High School Advanced				

Indicators

- I:9-12:1: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.
- I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.
- I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.

- E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.
- E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.
- E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions, and personal experiences to develop a theatrical work.
- E:9-12:4: Think creatively and be flexible in rehearing, designing, and producing an original theatrical work.



Organize and develop artistic ideas and work.

Enduring Understanding

Essential Question

Creating

Theatre artists work to discover different ways of communicating

How, when, and why do theatre artists' choices change?

Excellence

Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

Indicators

- I:9-12:1: Utilize critical analysis, historical and cultural contexts, and learned theatrical conventions to collectively develop original artistic choices to clarify thematic meaning.
- I:9-12:2: Collaborate as a creative team with defined responsibilities to discover artistic solutions and make interpretive choices in a devised theatrical work.

- E:9-12:1: Utilize script analysis and playwriting techniques and evaluate personal artistic choices in a devised/adapted theatrical production.
- E:9-12:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.
- E:9-12:3: Use technical theatre knowledge and collaborate to explore how each element of technical theatre interacts to enhance storytelling and theme.
 - E:9-12:4: Be responsible with others and work effectively in a diverse team to enhance a devised/adapted theatrical production.
 - E:9-12:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.



Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Theatre artists refine their work and practice their craft through rehearsal

Essential Question

How do theatre artists transform and edit their original ideas?

Exce	Excellence					
High School Proficient	High School Accomplished	High School Advanced				

Indicators

- I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions, and production analyses to refine a devised/adapted theatrical work for performance.
- I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for performance.
- I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.

- E:9-12:1: Utilize information on theatrical traditions and conventions and evaluate artistic choices in a theatrical production.
- E:9-12:2: Manage time to accomplish artistic goals effectively and efficiently in a theatrical production.
 - E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production.
 - E:9-12:4: Use available technology to refine and create technical designs.
 - E:9-12:5: Produce a devised/adapted theatrical production for an audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Theatre artists make strong choices to effectively convey meaning

Essential Question

Why are strong choices essential to interpreting a drama or theatre piece

Exce	Entrepreneurship		
High School Proficient	High School Accomplished	High School Advanced	

Indicators

I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work.

I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.

Expectations

E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.

E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.

E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation.

Artistic Process

Enduring Understanding

Essential Question

Presenting

Theatre artists develop personal processes and skills for a performance or design

What can I do to fully prepare a performance or technical design?

Exc	Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work.

I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.

Expectations

E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.

E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work.

E:9-12:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.

E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.



Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question

What happens when theatre artists and audience share a creative experience?

Exceller	Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and practices grounded in the creative collaboration of the director, designer(s), actor, and dramaturg for a formal audience and engage in shared reflections.

Expectations

E:9-12:1: Collaborate while managing goals and time to craft a theatrical production. E:9-12:2: Produce a play for an audience.

E:9-12:3: Interact with the audience in a formal reflection activity.

E:9-12:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.



Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists reflect to understand the impact of drama processes and theatre experiences

Essential Question

How do theatre artists comprehend the essence of drama processes and theatre experiences?

	•	•
	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicator

I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.

- E:9-12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.
 - E:9-12:2: Reason and communicate effectively the use of societal and theatrical conventions in conveying meaning.



Interpret intent and meaning in artistic work.

Artistic Process Responding

High School Proficier

Enduring Understanding

Theatre artists' interpretations of drama/theatre work are

influenced by personal experiences and aesthetics.

Essential Question

How can the same work of art communicate different messages to different people?

Exc	rellence	Entrepreneurship
nt	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Develop and justify personal aesthetics and artistic point of view.

I:9-12:2: Identify and make aesthetic opinions on a theatrical work using personal experience and knowledge of an artist's intent and style.

I:9-12:3: Synthesize various personal aesthetics and artistic point of view to critique, refine, and produce a theatrical work.

- E:9-12:1: Work independently to reason and create an effective relationship between personal aesthetics and artistic choices for a theatrical work.
- E:9-12:2: Reason effectively to identify and critique the artists' choices and aesthetics within a theatrical work.
- E:9-12:3: Interact effectively with others to synthesize the various artistic points of view and aesthetics of the group to enhance a theatrical work.
 - E:9-12:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

E	Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced

Indicators

I:9-12:1: Use historical and cultural contexts and the play's language, style, and structure to analyze a theatrical work.

I:9-12:2: Recognize and analyze varied aesthetic interpretations of the same theatrical work.

I:9-12:3: Create impactful connections between a theatre work and contemporary issues.

Expectations

E:9-12:1: Access information on various criteria used to investigate and explore a theatrical work.

E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.

E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work

Essential Question

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Excellence	Entrepreneur	ship

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.

- E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.
- E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.
 - E:9-12:3: Lead and interact with the audience in a formal or informal response activity. E:9-12:4: Create a self-reflective review.



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

Artistic Process

Connecting

Enduring Understanding

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

Essential Question

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

1	Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced

Indicator

- I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.
- I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical, and cultural understanding of story, theme, and theatrical conventions.
- I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.

- E:9-12:1: Work independently to synthesize personal, cultural, and historical views into compelling artistic choices.
- E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.
- E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.
 - E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.
- E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.



Glossary of Theatre Terminology

Available Technology

Computers and other personal devices, lighting systems, sound systems, set construction tools, and costume construction tools that are present in each school.

Drama Experience

Creative drama not for audience.

Theatrical Experience

Devised, adapted, or scripted presentation for an audience of peers.

Theatrical Production

Theatrical production involving technical aspects and a formal audience.

Theatrical Work

Theatrical presentation produced at the workshop level with an audience of peers or a formal audience.

Think Creatively

Student-based ideas formed independently or presented in a brainstorming activity, new student-created ideas and concepts that expand given ideas and artistic choices and/or student-developed, unique solutions to artistic challenges.



Visual Art Standards Grades P-12

	VISUAL ART											
Artistic Process Creating Enduring Understanding Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.					How does collaboration expand the creative process? How does knowing the contexts of histories, and traditions of forms help					ity and innovative ake creative risks? ocess? s of forms help us or break from ources and criteria		
PK	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
	Expo	sure		Ex	ploration	n	Er	richme	nt	Exc	cellence	Entrepreneurship
I:P-2:1: Think creatively about self, others, places, and events. I:P-2:2: Experiment with design elements/principles such as; colors, line, and shapes. I:3-5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory. I:P-2:2: Experiment with design elements/principles such as; colors, line, and shapes. I:3-5:1: Act on creative ideas wit advantage information throughout the context of art history and design. I:9-12:1: Act on creative ideas wit given or chosen art problem. I:9-12:2: Create collaborative meaningful compositions. I:9-12:2: Utilize media at hand to process and skills exploring a broad compositions.					o experiment with							
others	, places, a	ina even					Expe	ctation	5			
and co explore and inv	E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art. E:3-5:1: Collaboratively combine ideas to generate an innovative them concept, or idea art-making.		E:6-8:1: Synthesize concepts to formulate ideas and criteria to guide the artistic		E:9-12:1: Visualize and hypothesize to generate plans for ideas and directions for creating art or design that can elevate the community and influence social change. Apply knowledge of histories and traditions.		or creating art or nmunity and					
brainst approa proble person	E:P-2:2: Collaboratively brainstorm multiple approaches to an art or design problem in order to explore personal interests, questions, and curiosities. E:3-5:2: Anal demonstrate methods of a investigation choose an approach of the collection of		strate divides of artises of artion to an appropriating an	verse stic	E:6-8:2: Determine the stages of the creative		E:9-12:2: Brainstorm ideas to make artwork based on a main/central idea or concept. Following or breaking established conventions, plan the making of a series of works of art or design based on a theme main/central idea or concept.		ept. Following or ns, plan the making sign based on a			
							teams t aspect of life usin contem	ely with o investi of preser	gate an t day			



							VISU	JAL A	RT					
		Artistic	Process	;						Anchor Star	ndard 2			
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		ıring Ur								Essential Q				
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stru	ctures, m	aterials, -making			, and	Но	w do ai	tists an	d designi	ers learn from environm	trial and error in a	safe and healthy		
Artist	s and des	_			ntation	What responsibilities come with the freedom to create?								
	safety, fr										shape lives and co			
		_	_	artworks		How do artists and designers determine goals for designing and redes								
	ople crea								objects	, places or syst	tems effectively?			
places	s, and des	empow			nnance									
										HS	HS			
PK	K	1	2	3	4	5	6	7	8	Proficient	Accomplished	HS Advanced		
	Exposure Explor						Е	nrichm	ent	Exc	cellence	Entrepreneurship		
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I-D-2-1	: Develop a	and evnor	iment		Develop			L: Evaluat s, places						
	creation ar				nent in the			to influe				vith objects, places and		
artwor	ks.			artwork	n and desi s.	gn or		c utilizati	on	freedom to d	esign, develop and c	reate artworks.		
				1.3-2.5	Investigat	te a		creating. 2: Demon	strate					
					of ways th			nedia, pr		1:0 12:2: Dov	olon uniquo idoas wo	arking creatively with		
	: Act on cr		as by		ind design	ners		chniques		I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or				
wnat y	ou see, fee	ei, know.			ideas in se to perso	onal		unicate of and person	•	meaning of works of art.				
				meanin			mean							
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										of design to a global level of perspective.				
								ectation						
				F:3-5:1:	Through	guided		1: Demoi						
F·D_2·1	.: Experim	ont with y	zrious		e, experim	_	intellectual risk taking			E:9-12:1: Explain the importance of balancing freed				
	als and to				elop skills art-maki		throu	gh imentatio	on and	and responsibility in the use of various tools, materials				
	al interest	s in a wor	k of art	method		iiig		ation in o			nd images in the crea	ation and circulation of		
or desi	gn.				strate qua	lity		op a varie	•	art.				
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	lures for u	-	_	represe	nt places		variou	ıs tools,				erial culture defines, r empowers people's		
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	ents ideas			use of	s through	tile	works	of art ar	ıd	works of art and design that clearly communicate main/central idea. Manage projects within				
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				strategi	Use a values to mo ne artwo	dify					sistently collaborat h self-critique and i	e to revise and refine reflection.
							Ехре	ctation	s			
share y	.: Use art your personing and s s and artis	onal work ummariz	ing	persiste and refi search		que ork in ss for	E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning.			works of art	or contemporary cri	onsidering relevant,
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		niques, r					What c				sses are used to so					
		en analy				preservation and presentation?										
		cts, artif				Wh	y do pe	ople val				d select them for				
	preserv	ation an	id prese	ntation.						presenta	tion?					
PK	К	1	2	3	4	5	6	7	8	HS	HS	HS Advanced				
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present	tation.				and event			and util	-	time and pic	1003					
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				present	tations.		1:6-8:2	2: Study t	he							
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								e, and co	ntent	society in w	hich they were crea	ted.				
								works. 3: Analyze								
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								used by		I:9-12:3: Act on creative ideas from different times						
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F.D. 2.1	. Ide . us		£	and dis	_			ast how		E:9-12:1: Ar	nalyze, evaluate, sel	ect and justify				
		y reasons aying obj		possibi	lities and			ologies h ged the w		choices to p	resent a body of art	work that explores				
_	s, and ar		ects,		ons of spa			rk is pres	•		work for a collection	n, exhibit, event, or				
artiidot	,				al and digi			nted, and		portfolio.						
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				of artw	_	ECCIOII		or by exp		E:9-12:2: Student responsibility for the						
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		d on a the	me or		ents and			ledge ne	eded in	demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit,						
concep	t.			decisio	ns for		prese	rving,		event, or po		,				
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				thods incl	_					ntation or pre		
				hen prepa							its meaning to the	
				display ar		wnat	criteria ar	e consi	dered w			ntation, a portfolio,
wne	en decid		na now otect it.	to preserv	e and					or a collecti	ion?	
		pro	nect it.							HS	HS	
PK	K	1	2	3	4	5	6	7	8	Proficient	Accomplished	HS Advanced
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whe base pres		or	_	l:3-5:1: N and decis to critiqu based on presentar preserval	sions effe e artwork criteria f tion or tion. dapt to d alyzing ar criteria f tion or	ctively c or hange twork	l:6-8:1: M and decis effectivel- implemer technolog and refine based on presentat preservat	ake judgions y when nting evo gies to de artwor criteria ion or	olving evelop k	I:9-12:2: Wo experiences ideas, thoug	analyze a work that hts and feelings. oly critical thinking a ort vocabulary to de ual qualities perceiv	
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art n dete tech adju	nay be d rmine m niques n	ntify place isplayed, nedia and needed fo when pre ntation.	and or	E:3-5:1: and respondent of the control of the contr	onsible , prepare ents in tion for v	art for	E:6-8:1: (prepare a theme-ba that creat for the vie	nd presesed arty sed arty ses a nar	ent vork		nalyze and evaluate ibition is presented	
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	VISUAL ART Artistic Process Anchor Standard 6												
		Artistic	Process	:						Anchor Star	ndard 6		
		Prese	enting				Co	nvey m	eaning th	nrough the pr	esentation of art	istic work.	
		uring Un								Essential Q			
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-				ner by art		H	ow doe					cts, and artworks	
				ommuni II, cultura		influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or present							
				ting in th		cultivate appreciation and understanding?							
γ.		ing of a							iiiivate a	ppreciationa	ma amacrotamam	ь.	
			anding.										
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							Inc	licators	cators				
				1:3-5:1:									
	Through s and a v		SIS Of	judgme decision				: Analyze					
	of inforn	•			ine ways	to compare processes in used to interpret and				I:9-12:1: Make judgments and decisions by			
commu	inicate cle	arly to id	lentify		vorks of a					accessing, evaluating and using information from a variety of sources.			
	npare rea				ideas ab			arts and	other	variety of so	urces.		
artists o	create and	display	art.	-	ner peoplo and even	-	discipl	ines.					
				piaces, i	ana even		5.			I:9-12:2: Pro	pose factors that in	fluence artists and	
										inspire artwo			
											Communicate clearly cultural values and tylistic trends, and technology that have		
											noices to present a	• ,	
							Ехре	ectation	s				
				F:3-5:1:	Explain	how		1: Justify					
E:P-2:1:	: Explain	what a m	useum		ere differ			ıms and		E:9-12:1: De	scribe the impact a	n exhibit or	
	shape id	eas, belie	fs, and	cultures	record			s reflect y, values			s on personal, awa		
experie	nces.				and histo	ry of	beliefs		, and	cultural, or p	olitical beliefs and	understandings.	
					ough art.		community.						
F.D 2:2:	. Idontif	+ho *o!	and		Compar		I F.6-8.7. Evamine why I		v				
	: Identify sibilities o				ntrast hov ms and ot		and how an exhibition		E:9-12:2: Curate a grouping of objects, artifacts, or				
•	nd visit m				present i		or collection can be			art to impact the viewer's understanding of social, cultural, and/or political experiences.			
as othe	r venues.			and pro	vide		•	reted dif ⁄ing venu	•	cultural, and	or political experie	ences.	
				informa	ition.		iii vai y	ing vent	icJ.				



							VISU	AL AF	RT						
		Artistic				Anchor Standard 7 Perceive and analyze artistic work.									
		Respo							Perceiv						
l n		ıring Un			io		Hou	do lifo		Essential Qu		ata ta arti			
				mpathet n engage							e the way you rel				
				tanding a		How does learning about art impact how we perceive the world? What can we learn from our responses to art?									
				the natu						What is an i					
				vironmer			W	here an	d how d	lo we encour	nter images in oui	r world?			
Visual				lerstandi	ing of			How d	o image	s influence our views of the world?					
	and re	sponses	to the	world.											
PK	К	1	2	3	4	5	6 7 8			HS Proficient	HS Accomplished	HS Advanced			
	Expo	sure		Ex	ploratio	n	E	nrichme	ent	Exc	ellence	Entrepreneurship			
							Ind	licators							
							1:6-8:1	L: Be self-							
				I:3-5:1: A	-			ed learne							
I:P-2:1:	Think cre	eatively to)		ces betw	reen		fy, descri ret and	be,			reflecting on the on			
,	and des	cribe obs	erved	the elen	nents of	art in		ce visual		the complete	ed work.				
form.				observe	d form.			entation							
								nysical qu							
				1:3-5:2:	Act on Cr	reative		erved fo 2: Reason							
		nicate clea ne how se	•		support			ively to		J.O. 12.2. Evo	luata tha shaisa an	d use of media, skills,			
		nts what	elected		s represe			ret and			lge in solving the ar				
	•	w, feel, ar	nd	what pe know, fe	ople see	,		iunicate ting of the							
imagine	e.			imagine	-			t of visua							
					Creatively			3: Reason							
		ly play wi			elemen			ively to a	-	I:9-12:3: Communicate clearly appropriate art					
	nts of art i	and princ elon	ipies		principle o develo			plication ents of ar		vocabulary to describe, analyze and interpret qualities of visual form evidenced in works of art					
compos	sitions th	at are			itions tha	•		ples of de		globally.					
person	ally mear	ingful.		•	lly mean	ingful		c exempl							
				in our w	orld.		perso	nal artwo	rks.	1.9-12.4. Imr	lement innovative	responses describing			
											g the role of design				
										world.					
							- Four-	at artis							
				F:3-5:1:	Analyze			ctation 1: Explai							
					nents in v			on's arti							
	•	and desc	cribe		that cor	nvey	choice				pothesize ways visi				
art in th	ne enviro	nment.		message	es and e person	al		nced by o s, and the		influences pe	erceptions or affect	s human experience.			
				interpre	-	ui		onment.							
E:P-2:2	: Compa	re and/or						2: Descr	ibe	50455					
		eristics o					ways	an image			e historical and cor o determine if an in				
		nd constru	ucted					nce an				re, time, or audience.			
enviror	ments.						audie	nce.							



						VISUAL ART Anchor Standard 8								
		Artistic	Process							Anchor Sta	ndard 8			
		Respo	nding					Inter	oret int	ent and mea	ning in artistic wo	ork.		
	Endu	uring Un		ding						Essential Q				
Pe				neanings	or		WI	nat is the	value o	f engaging in	the process of art	criticism?		
				process				How o	an the	viewer "read'	a work of art as to	ext?		
			cism.			How does knowing and using visual art vocabularies help us understand an								
						interpret works of art?								
							rk of art?							
											t criteria vary?			
	ı		1				How is a personal prefere					aluation?		
PK	К	1	2	3	4	5	6	7	8	HS	HS	HS Advanced		
	_			_			_			Proficient	Accomplished			
	Expo	sure		Ex	ploratio	n		nrichme	nt	Exc	cellence	Entrepreneurship		
								icators						
				1.3-5.1.	Analyze r	media		L: Analyze						
I:P-2:1:	Analyze	media. d	evelon		and app			, develop						
	ply criteri				to persor	•		criteria to			ake judgments and			
	d works a	•	•		works as	•		as well a			teria and multiple m	nodels for judging		
artworl	k of other	s.		as the a	rtwork of	f		rk of othe		diverse wor	ks of art.			
				others.										
							1.6-8.3	2: Describ	a and					
					Experime			criteria to		I:9-12:2: Access, evaluate, use, and manage a				
					element					selected set of criteria to interpret how artists				
					principle	evaluate self – generated works of				produce critiques that express personal ideas, thoughts and feelings and of others.				
				design.		art and others.				thoughts an	d reelings and or ot	ners.		
							1:6-8:3	3: Constru	ct and					
								ment vari						
						sets of criteria for making effective								
								ig eπectiv etic judgn						
							E:6-8:	ctations						
								oratively ret and						
				E:3-5:1:	Constru	ct		uct meani	ng hy					
					g by desc			bing the fe		E:9-12:1: Co	onstruct and justify	meaningful		
E-D 2-1	: Identify	cubioct	matter	the feel	_	_		ienced, sul		interpretation	on of an artwork or	collection of works		
	scribe the	•	matter		nced, the			r, formal),ccc		y evidence through			
	teristics o			-	matter, t			cteristics, a	and		elings, subject matt			
2		2.			character	•	art-ma				ics, art-making appr	oaches, contextual		
					art-maki	ng		aches, key		information	, and key concepts.			
				approad	.11.			pts, and						
								xtual						
								nation.						
F:P-2·2	E:P-2:2: Describe relevant							2: Demon	strate					
	matter a			E:3-5:2:	Interpre	et art	know	ledge of			nalyze and compreh			
_	teristics tl				context		conte	nt-specifi	2			collection of works		
commu	unicate fe	elings		informa	ition.		litera	cy through	n art		how various interpr	etations enrich		
associa	ted with	a work of	f art.				critici	sm.		experiences of art and life.				



							VISU	AL ART						
	Å	Artistic F Respor						ļ	Apply cri	Anchor Stan teria to evalua	dard 9 ate artistic work.			
People	Endu i evaluate	ring Und e art bas			teria.				How a	nd why might	to evaluate a wo			
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expos	ure		Ex	kploratio	n	E	nrichme	nt		ellence	Entrepreneurship		
							Indi	cators						
I:P-2:1: The group approved evaluate a on various	olying ele a body of	ments of artwork	art to	indeper others t judgme to evalu based of demons knowled	Work created and the community and detection warious of carrating days of conliteracy.	d with cisions c of art criteria	judgm decision to a w	.: Make ents and ons to resp ork of art rious criter	based	I:9-12:1: And select criteria	alyze and evaluate a	artwork based on		
					,		elemen princip identif ways in artwor what v	t: Use the nts of art a ples of desify and coming which services are reserviewers seemed imagine.	gn to pare lected ent e, know,	combination	ermine the value o s of formal criteria, f contemporary art	, purpose and		
											I:9-12:3: Make aesthetic judgments and decisions to evaluate a work of art based on various criteria.			
										I:9-12:4: Think creatively inspired by diverse cultural beliefs and values, trends and technical innovations that influence personal artistic choices.				
								ctations						
E:P-2:1: Upreference classify ar	es about	artwork	and	apply a to eval	: Evaluate set of crituate more ork of art.	teria	E:6-8:1: Contrast and support the differences between an evaluation of an artwork based on personal criteria and content-specific literacy.			E:9-12:1: Establish relevant criteria to evaluate a work or collection of art and determine the relevance of criteria used by others.				
	E:3-5:2: Recogn differences in cu used to evaluate works demonstrating content-specific literacy. E:3-5:2: Recogn differences in cu used to evaluate of art depending styles, genres, a media as well as historical and cu context.						E:6-8: convir argum an eva	2: Create neing and nent to sulal luation of a set of lished critical and the critical lished	logical pport f art			s for a work of art or cent sets of criteria.		
audience	context. E:2-2:3: Engage appropriately as udience participants in formal and informal settings. E:3-5:3: Engage appropriately as audience participants in formal and in settings.						appro audie	3: Engage priately as nce partic mal and in gs.	s ipants	E:9-12:3: Engage appropriately as audience participants in formal and informal settings.				



	VISUAL ART Artistic Process Anchor Standard 10															
						_										
		Conne				Sy	nthesiz	e and re	elate kno			nces to make art.				
Thomas		ıring Un		_	. to a feet		Essential Question How does engaging in creating art enrich people's lives?									
		iking, pe and devi				How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings?										
		knowled				How do people contribute to awareness and understanding of their lives and										
perce	ptions,	KIIOWICO	gc, and	схрепсі	iccs.	HOW	uo pec				ies through art-m	~				
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced				
	Expo	sure		Ex	ploratio	n	Е	nrichme	ent	Exc	cellence	Entrepreneurship				
							Ind	icators								
	connect			ideas to persona and kno visually what pe	Act on croconnect all experie owledge to represente ople see feel and ir	nces o it	creative to consexperior knowledge representations of the conservation of the conserva	.: Work vely with nect per ences are edge to see, kn	rsonal nd visually t ow,	information	hnique among scho	nd manage ties and differences in ools of art and periods				
							I:9-12:2: Make judgments and decisions inspired by art history and personal con									
							Ехре	ctation	s							
		rt that tel kperience		interpre traditio surrour	: Observe et cultura ns and ndings in i y creating	l	visual – indiv collab peopl a com reinfo	1: Creat docume vidually oratively e making munity tree posits of growty.	ntation or y — of g art as co	,	nthesize knowledge id personal life to ci or design.					
E:P-2:2: commun art outsid	icate rea	sons to c	reate	commu	: Identify inicate re te art out	asons	comm	2: Identi iunicate ns to cre le of scho	ate art	E:9-12:2: Ide art outside o	•	icate reasons to create				



							VISU	AL AR	T				
soci	le develo iety, cult	Conn uring Ur op ideas ure, and	history t	ding erstandir :hrough t ysis of ar	heir		Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historica to deepen understanding. Essential Question How does art help us understand the lives of people of different places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?						
PK	K	1	2	3	4	5	6	7	How doe	HS Proficient	HS Accomplished	HS Advanced	
	Expo	sure		Ex	oloration	1 1	Е	nrichme	ent		cellence	Entrepreneurship	
	·						Indi	cators					
examine essentia	Act on creethe the role all aspect center the experience	of art as of history	an	art as ar aspect o society,		nd	judgme decision ways in art exp self, ot	: Make ents and ns to det n which w ress idea her peop and ever	vorks of as about ale,	information	cess, evaluate, use a from a variety of so ith personal visions	urces and connects	
							·			I:9-12:2: Det inspired artis	ermine factors that	influenced and	
							Ехре	ctations					
cultural examini	: Compare purposes ing art fro nd places.	for creat m differe	ing by	infer ho to inform beliefs, behavio	Analyze w art is us m or chan values, ar rs of an all or socie	sed ige id/or	respor influer unders and pla was cr	eses to ar uced by standing to ace in whe eated, the ole resour	t are the time ich it e	artist or a gr	nalyze and evaluate oup of artists on the a society and the so	beliefs, values, and	



Visual Art Standards Grades P-2 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process Enduring Understanding Essential Question What conditions, attitudes, and Creating Creativity and innovative behaviors support creativity and thinking are essential life innovative thinking? What skills that can be developed. factors prevent or encourage people to take creative risks? Artists and designers shape How does collaboration expand artistic investigations, the creative process? following or breaking with tradition in pursuit of How does knowing the contexts creative art-making goals. of histories and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? Developmental Level: Exposure

Indicators

Κ

1

2

I:P-2:1: Think creatively about self, others, places, and events. Experiment with design elements/principles such as; colors, line, and shapes. Make use of ideas to communicate about self, others, places, and events.

Expectations

- E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.
- E:P-2:2: Collaboratively brainstorm multiple approaches to an art or design problem in order to explore personal interests, questions, and curiosities.

PK



Organize and develop artistic ideas and work.

Artistic Process	Enduring Under	rstanding	Essential Question
Creating	Artists and designer	-	How do artists work?
	with forms, structur concepts, media, ar approach	nd art-making	How do artists and designers learn from trial and error in a safe and healthy environment?
	Artists and design experimentation freedom and respon	and safety,	What responsibilities come with the freedom to create?
	developing and crea	ting artworks.	How do objects, places, and
	People create and objects, places, and		design shape lives and communities?
	define, shape, en empower the		How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?
	Developmental L	evel: Exposure	
PK	К	1	2
	to diving		

Indicators

I:P-2:1: Develop and experiment in the creation and design of artworks. Act on creative ideas by what you see, feel, know.

- E:P-2:1: Experiment with various materials and tools to explore personal interests in a work of art or design.
- E:P-2:2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- E:P-2:3: Repurpose objects in an innovative way to create art that represents ideas from imagination, memories, or the environment.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
	Developmental Level: Exposure	
PK	K 1	2
	Indicators	

I:P-2:1 Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.

Expectations

E:P-2:1: Use art vocabulary to share your personal work describing and summarizing process and artistic choices.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question	
Presenting	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?	
	Developmental Level: Exposure		
PK	K 1	2	
	Indicators		
I:P-2:1 Make judgments and decisions to justify which works of art will be selected for presentation.			

E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art. E:P-2:2: Categorize artwork for an exhibit based on a theme or concept.



Enduring Understanding

Essential Question

Develop and refine artistic work for presentation.

Presenting	Artists, curators and others consider a variety of factors a methods including evolving technologies when preparing refining artwork for display a or when deciding if and how preserve and protect it.	and considered when preparing g artwork for presentation or and preservation? How does refining artwork affect
	Developmental Level: Expos	ure
РК	К	1 2
	Indicators	
I:P-2:1: Adapt to change v	vhen analyzing artwork based on crit	eria for presentation or preservation.

E:P-2:1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.

Expectations

Artistic Process



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring U	nderstanding	Essential Question
Presenting	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Developmental Level: Exposure		What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
	Developmenta	al Level: Exposure	
PK	К	1	2

Indicators

I:P-2:1Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.

Expectations

E:P-2:1: Explain what a museum does to shape ideas, beliefs, and experiences.

E:P-2:2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.



Perceive and analyze artistic work.

Artistic Process Enduring Understanding Essential Question Responding Individual aesthetic and How do life experiences empathetic awareness developed influence the way you relate to through engagement with art can art? lead to understanding and How does learning about art appreciation of self, others, the impact how we perceive the natural world, and constructed world? What can we learn from environments. Visual imagery our responses to art? influences understanding of and responses to the world. What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? Developmental Level: Exposure PK Κ 1 2 **Indicators**

I:P-2:1: Think creatively to identify and describe observed form.

I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.

I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.

Expectations

E:P-2:1: Identify and describe art in the environment.

E:P-2:2: Compare and/or contrast characteristics of the natural world and constructed environments.



Interpret intent and meaning in artistic work.

Enduring Understanding Essential Question

Resp	onding	People gain in meanings or a engaging in the critici	artworks by process of art	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
				amerene nom an evaluation.
		Developmental L	evel: Exposure	
PK		К	1	2
		Indica	tors	
I:P-2:1: Analyze	e media, develop and	apply criteria to othe		ed works as well as the artwork of

E:P-2:1: Identify subject matter and describe the formal characteristics of art.
E:P-2:2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.

Expectations

Artistic Process



Apply criteria to evaluate artistic work.

Enduring Understanding

Essential Question

Responding	·	uate art based on us criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
	Developmen	tal Level: Exposure	
PK	К	1	2

Indicators

I:P-2:1: Think creatively and in a group applying elements of art to evaluate a body of artwork based on various criteria.

Expectations

E:P-2:1: Use vocabulary to explain preferences about artwork and classify art based on criteria. E:P-2:2: Evaluate works demonstrating content-specific literacy.

E:P-2:3: Engage appropriately as audience participants in formal and informal settings.

Artistic Process



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
	Developmental Level: Exposure	2
PK	K 1	2

Indicators

I:P-2:1: Work creatively with others to connect personal experiences and develop meaningful compositions.

Expectations

E:P-2:1: Create art that tells a story about life experiences.

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



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

Artistic Process	Enduring Underst	tanding	Essential Question
Connecting	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.		How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
	Developmental Level	l: Exposure	
PK	К	1	2

Indicators

I:P-2:1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.

Expectations

E:P-2:1: Compare and contrast cultural purposes for creating by examining art from different times and places.



Visual Art Standards Grades 3-5 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Enduring Understanding

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.

Essential Question

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

How does knowing the contexts of histories and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Developmental Level: Exploration

3 4 5

Indicators

I:3-5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.

- E:3-5:1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for art-making.
- E:3-5:2: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	How do artists work? How do artists and designers learn from trial and error in a safe and healthy environment?
	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance and	What responsibilities come with the freedom to create?
		How do objects, places, and design shape lives and communities?
	empower their lives.	How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

	Developmental Level: Exploration	on
3	4	5

Indicators

I:3-5:1: Develop and experiment in the creation and design of artworks. Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.

- E:3-5:1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship.
- E:3-5:2: Identify, describe and visually represent places and/or objects that are personally meaningful. E:3-5:3: Manage projects through the use of sketchbook/journals.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
	Developmental Level: Exploration	
2	Λ	E

Indicators

I:3-5:1: Think creatively to investigate a variety of ways that artists and designers develop ideas on revising, reflecting, and refining and developing work. Use a variety of strategies to modify and refine artworks in process.

- E:3-5:1: Independently, collaboratively and persistently critique and refine artwork in search of progress for emerging meaning.
 - E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.



Analyze, interpret, and select artistic work for presentation.

Enduring Understanding

Essential Question

7.11 (1.51.0.7.7.000.55	g	2550a. Question
Presenting	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
	Developmental Level: Exploration	
3	4	5

Indicators

I:3-5:1: Make judgments and decisions to justify which works of art express ideas about self, other people, places, and events that will be meaningful in presentations.

Expectations

- E:3-5:1: Investigate and discuss possibilities and limitations of spaces physical and digital for exhibiting art.
- E:3-5:2: Develop and apply criteria for evaluating a collection of artwork for presentation. Make judgments and decisions for appropriate museums and galleries for specific works.

Artistic Process



Develop and refine artistic work for presentation.

Artistic Process Enduring Understanding Essential Question Presenting Artists, curators and others What methods and processes are consider a variety of factors and considered when preparing methods including evolving artwork for presentation or technologies when preparing and preservation? How does refining refining artwork for display and or artwork affect its meaning to the when deciding if and how to viewer? preserve and protect it. What criteria are considered when selecting work for presentation, a portfolio, or a collection? **Developmental Level: Exploration** 3 5 4

Indicators

I:3-5:1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation. Adapt to change when analyzing artwork based on criteria for presentation or preservation.

Expectations

E:3-5:1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
	Developmental Level: Exploration	
3	4	5
	Indicators	

Indicators

I:3-5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.

- E:3-5:1: Explain how and where different cultures record stories and history of life through art.
- E:3-5:2: Compare and contrast how art museums and other venues present ideas and provide information.



Perceive and analyze artistic work.

Artistic Process

Responding

3

Enduring Understanding

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world.

Essential Question

How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world? What can we learn from our responses to art?

What is an image?

Where and how do we encounter images in our world?

How do images influence our views of the world?

Developmental Level: Exploration

5

Indicators

I:3-5:1: Analyze similarities and differences between the elements of art in observed form.

I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.

I:3-5:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world.

Expectations

E:3-5:1: Analyze components in visual imagery that convey messages and compare personal interpretations.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People gain insights into meanings or artworks by	What is the value of engaging in the process of art criticism?
	engaging in the process of art criticism.	How can the viewer "read" a work of art as text?
		How does knowing and using
		visual art vocabularies help us
		understand and interpret works
		of art? How does one determine
		criteria to evaluate a work of
		art?
		How and why might criteria
		vary?
		How is a personal preference
		different from an evaluation?
	Developmental Level: Exploration	
3	4	5

Indicators

I:3-5:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others. Experiment with the elements of art and principles of design.

Expectations

E:3-5:1: Construct meaning by describing the feelings experienced, the subject matter, the formal characteristics, and the art-making approach.

E:3-5:2: Interpret art through contextual information.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary?
		How is a personal preference different from an evaluation?

Developmental Level: Exploration	
4	5

Indicators

I:3-5:1: Work creatively, independently and with others to make judgments and decisions to evaluate a work of art based on various criteria demonstrating knowledge of content-specific literacy.

Expectations

- E:3-5:1: Evaluate and apply a set of criteria to evaluate more than one work of art.
- E:3-5:2: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.
 - E:3-5:3 Engage appropriately as audience participants in formal and informal settings.

3



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
	Developmental Level: Exploration	
3	4	5

Indicators

I:3-5:1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine

Expectations

E:3-5:1: Observe and interpret cultural traditions and surroundings in new ways by creating art.

E:3-5:1: Identify and communicate reasons to create art outside of school.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society?
		How does art preserve aspects of life?
	Developmental Level: Exploration	
3	4	5

Indicators

I:3-5:1: Reason effectively to understand the role of art as an essential aspect of history, society, culture, and human experience.

Expectations

E:3-5:1: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Visual Art Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts
	Developmental Level: Enrichment	of histories and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
	Developmental Level. Emichment	
6	7	8
	Indicators	

I:6-8:1: Access, evaluate, use, and manage information throughout the context of art history and design.

Create collaborative meaningful compositions.

Expectations

E:6-8:1: Synthesize concepts to formulate ideas and criteria to guide the artistic process.

E:6-8:2: Determine the stages of the creative process in traditional or new media.

E:6-8:3: Work effectively with diverse teams to investigate an aspect of present day life using a contemporary practice of art or design.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers experiment	How do artists work?
	with forms, structures, materials, concepts, media, and art-making approaches.	How do artists and designers learn from trial and error in a safe and healthy environment?
	Artists and designers balance experimentation and safety, freedom and responsibility while	What responsibilities come with the freedom to create?
	developing and creating artworks. People create and	How do objects, places, and design shape lives and communities?
	interact with objects, places, and design that define, shape, enhance and empower their lives.	How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?
	Developmental Level: Enrichment	
6	7	8
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Indicators

I:6-8:1: Evaluate objects, places and design to influence artistic utilization when creating.

I:6-8:2: Demonstrate how media, processes, and techniques communicate clearly ideas and personal meaning.

- E:6-8:1: Demonstrate persistence and intellectual risk taking through experimentation and innovation in order to develop a variety of skills and approaches to creating art.
 - E:6-8:2: Explain the environmental, social, and ethical implications of using various tools, materials, equipment, and images to create works of art and design.
 - E:6-8:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea.



Refine and complete artistic work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively
		reflecting on a work help us experience it more completely?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Think creatively and collaboratively to form a set of criteria, using reflection and critique to describe, analyze, and interpret the artwork of self and others.

- E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning.
- E:6-8:2: Reflect and summarize important information about personal artwork in an artist statement or another format.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation?
		Why do people value objects, artifacts, and artworks, and select them for presentation?
	Developmental Level: Enrichment	

Indicators

I:6-8:1: Access, evaluate, and manage information to identify and compare reasons why people create and utilize art.

7

I:6-8:2: Study the common themes, culture, and content of artworks.

I:6-8:3: Analyze media/technology that is used by curators to care for artworks and presentation.

Expectations

E:6-8:1: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

E:6-8:2: Define the roles and responsibilities of a curator by explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and art.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
	Developmental Level: Enrichment	
6	7	8

Indicators

I:6-8:1: Make judgments and decisions effectively when implementing evolving technologies to develop and refine artwork based on criteria for presentation or preservation.

Expectations

E:6-8:1: Collaboratively prepare and present theme-based artwork that creates a narrative for the viewer.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

mulcators

I:6-8:1: Analyze media to compare processes used to interpret and express ideas in the visual arts and other disciplines.

Expectations

E:6-8:1: Justify how museums and other venues reflect the history, values, and beliefs of a community.

E:6-8:2: Examine why and how an exhibition or collection can be interpreted differently in varying venues.



Perceive and analyze artistic work.

Enduring Understanding

Essential Question

Responding	Individual aesthetic and empathetic awareness developed through engagement with art can	How do life experiences influence the way you relate to art?
	lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery	How does learning about art impact how we perceive the world?
	influences understanding of and responses to the world.	What can we learn from our responses to art?
		What is an image?
		Where and how do we
		encounter images in our world?
		How do images influence our views of the world?
	Developmental Level: Enrichment	views of the world?
6	7	8
	Indicators	

Indicators

I:6-8:1: Be self-directed learners to identify, describe, interpret, and produce visual representations of the physical qualities of observed form.

I:6-8:2: Reason effectively to Interpret and communicate the meaning of the impact of visual art I:6-8:3: Reason effectively to analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks.

Expectations

E:6-8:1: Explain how a person's artistic choices are influenced by culture, values, and the environment.

E:6-8:2: Describe ways an image can influence an audience.

Artistic Process



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	People gain insights into meanings or artworks by	What is the value of engaging in the process of art criticism?
	engaging in the process of art criticism.	How can the viewer "read" a work of art as text?
		How does knowing and using visual
		art vocabularies help us understand
		and interpret works of art?
		How does one determine criteria to
		evaluate a work of art?
		How and why might criteria vary?
		How is a personal preference
		different from an evaluation?
	Developmental Level: Enrichment	
6	7	8
	Indicators	
LCO 4 And a suddender de elec-	1 1 1 1 1	

I:6-8::1: Analyze media, develop, and apply criteria to personally created works as well as the artwork of others.

I:6-8::2: Describe and apply criteria to evaluate self –generated works of art and others.

1:6-8:3: Construct and implement varied sets of criteria for making effective aesthetic judgments.

Expectations

E:6-8:1: Collaboratively interpret and construct meaning by describing the feelings experienced, subject matter, formal characteristics, and art-making approaches, key concepts, and contextual information.

E:6-8:2: Demonstrate knowledge of content-specific literacy through art criticism.



Apply criteria to evaluate artistic work.

Endurina Understandina

Essential Question

Artistic Frocess	Lindaring Onderstanding	Lissential Question
Responding	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art?
		How and why might criteria vary?
		How is a personal preference different from an evaluation?
	Developmental Level: Enrichment	
6	7	8
	Indicators	

I:6-8:1: Make judgments and decisions to respond to a work of art based on various criteria.

I:6-8:2: Use the elements of art and principles of design to identify and compare ways in which selected artworks represent what viewers see, know, feel, and imagine.

Expectations

- E:6-8:1: Contrast and support the differences between evaluations of artwork based on personal criteria and content-specific literacy.
- E:6-8:2: Create a convincing and logical argument to support an evaluation of art using a set of established criteria.
 - E:6-8:3: Engage appropriately as audience participants in formal and informal settings.

Artistic Process



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Through art-making, people make meaning by investigating	How does engaging in creating art enrich people's lives?
	and developing awareness of perceptions, knowledge, and experiences.	How does making art attune people to their surroundings?
		How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
	Developmental Level: Enrichment	

Indicators

I:6-8:1: Work creatively with others to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine.

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Expectations

E:6-8:1: Create a visual documentation – individually or collaboratively – of people making art as a community to reinforce positive aspects of group identity.

E:6-8:2: Identify and communicate reasons to create art outside of school.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	People develop ideas and	How does art help us
	understandings of society,	understand the lives of people
	culture, and history through their	of different times, places, and
	interactions with and analysis of	cultures?
	art.	
		How is art used to impact the
		views of a society?
		How does art preserve aspects
		of life?
		or me:

	Developmental Level: Enrichment	
6	7	8

Indicators

I:6-8:1: Make judgements and decisions to determine ways in which works of art express ideas about self, other people, places, and events.

Expectations

E:6-8:1: Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Visual Art Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts of histories and traditions of forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Exce	llence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Act on creative ideas within the context of a given or chosen art problem. Utilize media at hand to experiment with process and skills exploring a broad range of ideas.

Expectations

E:9-12:1: Visualize and hypothesize to generate plans for ideas and directions for creating art or design that can elevate the community and influence social change. Apply knowledge of histories and traditions.

E:9-12:2: Brainstorm ideas to make artwork based on a main/central idea or concept. Following or breaking established conventions plan the making of a series of works of art or design based on a theme main/central idea or concept.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Artists and designers experiment	How do artists work?
	with forms, structures, materials, concepts, media, and art-making approaches.	How do artists and designers learn from trial and error in a safe and healthy environment?
	Artists and designers balance experimentation and safety, freedom and responsibility while	What responsibilities come with the freedom to create?
	developing and creating artworks.	How do objects, places, and design shape lives and communities?
	People create and interact with	shape lives and communities.
	objects, places, and design that	How do artists and designers
	define, shape, enhance and	determine goals for designing and
	empower their lives.	redesigning objects, places or systems effectively?
	- "	

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

- I:9-12:1: Implement innovations with objects, places and freedom to design, develop, and create artworks.
- I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.
 - I:9-12:3: Identify specific elements of art and principles of design to a global level of perspective.

- E:9-12:1: Explain the importance of balancing freedom and responsibility in the use of various tools, materials, equipment, and images in the creation and circulation of art.
- E:9-12:2: Create works of art or design that demonstrates how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- E:9-12:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea. Manage projects within sketchbook/journal.



Refine and complete artistic work.

Creating	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms?
		How does collaboratively reflecting on a work help us experience it more completely?

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

I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style, and purpose.

I:9-12:2: Persistently collaborate to revise and refine work through self-critique and reflection.

Expectations

E:9-12:1: Engage in constructive critique to refine works of art and design while considering relevant, traditional, or contemporary criteria and personal artistic vision.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
consider var methods, ve when analyzi curating obje artworks for	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation?
	presentation.	Why do people value objects, artifacts, and artworks, and select them for presentation?

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

I:9-12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places.

I:9-12:2: Reflect on the values and beliefs of the society in which they were created.

I:9-12:3: Act on creative ideas from different times and places. Work effectively with diverse teams to curate and independently present a body of work (portfolio) that explores a contemporary, cultural, and/ or social issue.

- E:9-12:1: Analyze, evaluate, select and justify choices to present a body of artwork that explores curating artwork for a collection, exhibit, event, or portfolio.
- E:9-12:2: Student responsibility for the demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit, event, or portfolio.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
	Excellence	Entrepreneurship

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

I:9-12:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.

I:9-12:2: Working from memory, observation and or experiences analyze a work that represents personal ideas, thoughts, and feelings.

I:9-12:3: Apply critical thinking and problem solving with use of art vocabulary to describe, analyze, and interpret visual qualities perceived and recorded in works of art.

Expectations

E:9-12:1: Analyze and evaluate the reasons and ways an exhibition is presented.

E:9-12:2: Compare and contrast methods and criteria used for preserving and protecting art.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Objects, artifacts, and artworks collected, preserved, or	What is an art museum?
	presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and	How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
	political experiences resulting in the cultivating of appreciation and understanding.	How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?

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

I:9-12:1: Make judgments and decisions by accessing, evaluating, and using information from a variety of sources.

I:9-12:2: Propose factors that influence artists and inspire artworks.

I:9-12:3: Communicate clearly cultural values and beliefs, stylistic trends, and technology that have influenced choices to present artwork.

Expectations

- E:9-12:1: Describe the impact an exhibit or collection has on personal, awareness of social, cultural, or political beliefs and understandings.
- E:9-12:2: Curate a grouping of objects, artifacts, or art to impact the viewer's understanding of social, cultural, and/or political experiences.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question	
Responding	Individual aesthetic and empathetic awareness	How do life experiences influence the way you relate to art?	
	developed through engagement with art can lead to understanding and appreciation of self, others, the natural world,	How does learning about art impact how we perceive the world?	
	and constructed environments. Visual imagery influences	What can we learn from our responses to art?	
	understanding of and responses	What is an image?	
	to the world.	Where and how do we encounter images in our world?	
		How do images influence our views of the world?	
Excel	lence	Entrepreneurship	
High School Proficient	High School Accomplished	High School Advanced	
	Indicators		
I:9-12:1: Analyze media used in reflecting on the on the completed work. Evaluate the choice and use of media, skills, and knowledge in solving the art problem. I:9-12:2: Communicate clearly appropriate art vocabulary to describe, analyze and interpret qualities of			
visual form evidenced in works of art globally.			
I:9-12:3: Implement innovative responses describing and analyzing the role of design and images in the world.			
	Expectations		

E:9-12:1: Hypothesize ways visual imagery influences perceptions or affects human experience. E:9-12:2: Use historical and contemporary references to determine if an image effectively influences or represents a culture, time, or audience.



Interpret intent and meaning in artistic work.

0		
Artistic Process	Enduring Understanding	Essential Question
Responding	People gain insights into meanings or artworks by	What is the value of engaging in the process of art criticism?
	engaging in the process of art criticism.	How can the viewer "read" a work of art as text?
		How does knowing and using visual art vocabularies help us
		understand and interpret works of art?
		How does one determine criteria
		to evaluate a work of art?
		How and why might criteria vary?
		How is a personal preference
		different from an evaluation?
Ex	xcellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Make judgments a	nd decisions exploring different criteria	a and multiple models for judging

I:9-12:1: Make judgments and decisions exploring different criteria and multiple models for judging diverse works of art.

I:9-12:2: Access, evaluate, use and manage a selected set of criteria to interpret how artists produce critiques that express personal ideas, thoughts, and feelings and of others.

Expectations

E:9-12:1: Construct and justify meaningful interpretation of an artwork or collection of works supported by evidence through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, contextual information, and key concepts.

E:9-12:2: Analyze and comprehend differing interpretations of an artwork or collection of works and explain how various interpretations enrich experiences of art and life.



Apply criteria to evaluate artistic work.

Enduring Understanding

Essential Question

Responding	People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art?
		How and why might criteria vary?
		How is a personal preference different from an evaluation?

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

I:9-12:1: Analyze and evaluate artwork based on select criteria.

- I:9-12:2: Determine the value of unique combinations of formal criteria, purpose and expression of contemporary artists.
- I:9-12:3: Make aesthetic judgments and decisions to evaluate a work of art based on various criteria.
- I:9-12:4: Think creatively inspired by diverse cultural beliefs and values, trends and technical innovations that influence personal artistic choices.

Expectations

- E:9-12:1: Establish relevant criteria to evaluate a work or collection of art and determine the relevance of criteria used by others.
- E:9-12:2: Construct evaluations for a work of art or collection of art based on different sets of criteria.
 - E:9-12:3: Engage appropriately as audience participants in formal and informal settings.

Artistic Process



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	Through art-making, people make meaning by investigating	How does engaging in creating art enrich people's lives?
	and developing awareness of perceptions, knowledge, and experiences.	How does making art attune people to their surroundings?
		How do people contribute to
		awareness and understanding of
		their lives and the lives of their
		communities through art-
		making?

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

I:9-12:1: Access, evaluate, use and manage information to compare similarities and differences in style and technique among schools of art and periods in art history.

I:9-12:2: Make judgments and decisions to create; inspired by art history and personal connections.

Expectations

E:9-12:1: Synthesize knowledge of social, cultural, historical, and personal life to create meaningful works of art or design.

E:9-12:2: Identify and communicate reasons to create art outside of school.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	People develop ideas and understandings of society, culture, and history through their interactions with and applying of	How does art help us understand the lives of people of different times, places, and cultures?
	interactions with and analysis of art.	How is art used to impact the views of a society?

How does art preserve aspects of life?

E	xcellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Access, evaluate, use and manage information from a variety of sources and connects art history with personal visions or contemporary issues.

I:9-12:2: Determine factors that influenced and inspired artists.

Expectations

E:9-12:1: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society and the society's impact on the artist.



Glossary of Visual Arts Terminology

Artwork

Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated context.

Criteria

In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

Materials

Substances out of which art is made or composed, ranging from the traditional to "non-art" material and virtual, cybernetic, and simulated materials.

<u>Play</u>

Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.

Source

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



Arts Education Standards Glossary

Aesthetic Judgments

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

Analyze

Examine in detail the structure and context of the music.

Articulate

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

Artwork

Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated context.

Available Technology

Computers and other personal devices, lighting systems, sound systems, set construction tools, and costume construction tools that are present in each school.

BEST Principles

Body, Energy, Space, and Time.

Context

The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when



media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.).

Context

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

Craftsmanship

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

Criteria

Guidelines used to judge the quality of a student's performance.

Criteria

In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

Demonstrate

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

Drama Experience

Creative drama not for audience.

Dynamics

Level or range of loudness of a sound or sounds.



Elements of Dance

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

Explore

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

Expressive Qualities

Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity; qualities that convey feeling in the presentation of musical ideas.

Fundamental Dance Skills

- 1. Non-locomotor movement movement we make without moving from one place to another;
- 2. Locomotor movement movements we make as we move from one place to another;
- 3. Body awareness.

Fundamentals of Composition

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

Given Organizer

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



Guided Criteria

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

Imagine

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced.

Improvisation/Improvise

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

Intent

Meaning or feeling of the music planned and conveyed by a creator or performer.

Interpret/Interpretation

Determine and demonstrate music's expressive intent and meaning when responding and performing.

Inventive Singing

Singing with sounds and words that have no real meaning.

Kinesphere

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

<u>Materials</u>

Substances out of which art is made or composed, ranging from the traditional to "non-art" material and virtual, cybernetic, and simulated materials.



Meaning

The formulation of significance and purposefulness in media artworks.

Musical Idea

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

Musical Contrasts

A compositional device which has come to be one of the principal properties of good music; A variety of contrast(s) such as tempo (contrasting fast to slow), dynamics (contrasting loud to soft), and tempo (contrasting fast and slow) is essential to good composition. Contrast is a means to maintain listener interest.

Perform

Share work with others in a formal manner after practice/rehearsal.

Personal Meaning

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

Plan

Select and develop musical ideas for creating a musical work.

Play

Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.



Present

Share work with others such as teacher or peers in an informal manner, may be improvised.

<u>Purpose</u>

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

Reason Effectively - 21st Century Skill

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

Refine

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

Select

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

Steady Beat

The constant repeating pulse in music.

Structure

Totality of a musical work.



Technical Dance Skills

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

Technical Proficiency

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

Tempo/Tempi

Rate or speed of the beat in a musical work or performance.

Theatrical Experience:

Devised, adapted, or scripted presentation for an audience of peers.

Theatrical Production:

Theatrical production involving technical aspects and a formal audience.

Theatrical Work

Theatrical presentation produced at the workshop level with an audience of peers or a formal audience.

Think Creatively

Student-based ideas formed independently or presented in a brainstorming activity, new student- create ideas and concepts that expand given ideas and artistic choices and/or student-developed, unique solutions to artistic challenges.



Think Creatively

Thinking creatively is a state of mind that enables you to approach tasks, problems, and situations with openness to alternatives. 21st Century Skill definition:

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

Think Critically - 21st Century Skill

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

Vocalizing

Vocal exercises/singing with no text using one or more vowel sounds.

Sources

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