





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. Skrzysz

Coordinator of Fine Arts

Maryland State Department of Education



An Explanation of the Structure of the Fine Arts Standards

DANCE												
Artistic Process Creating							Anchor Standard 1 Generate and conceptualize artistic ideas and work.					
Enduring Understanding Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.							Essential Question Where do choreographers get ideas for dances?					
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration				Enrichment			Excellence		
Indicators												
Indicator 1A: Demonstrate the ability to create and perform dance through exploration of a variety of stimuli.			Indicator 1A: Demonstrate the ability to create and perform dance through guided and self-exploration of a variety of stimuli.				Indicator 1A: Demonstrate the ability to use improvisation, perceptual skills, and a variety of stimuli to create and perform dance.			Indicator 1A: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.		
Indicator 1B: Develop the ability to combine the elements of dance to create movement.			Indicator 1B: Develop the ability to solve movement problems.				Indicator 1B: Use movement vocabulary and dance terminology to create and articulate work with artistic intent.			Indicator 1B: Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work.		
Expectations												
PK-2A: Solve movement problems by responding to stimuli. (e.g., nature, feelings, personal experience)			3-5A: Demonstrate flexibility by improvising phrases from a variety of criteria.				6-8A: Demonstrate flexibility by improvising phrases of varying length from given criteria.			HSA: Use information from choreographed dance phrases to improvise variations or expand on the movement.		
PK-2B: Act on creative ideas through guided work with shapes in locomotor and non-locomotor forms.			3-5B: Think critically to create phrases from student-identified criteria.				6-8B: Think critically to create phrases from student-identified criteria.			HSB: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.		
PK-2C: Act on creative movement ideas through play, using a variety of shapes, levels, energies, and timing.			3-5C: Collaborate with a partner to improvise movement using shadowing and mirroring.				6-8C: Improvise using the information from a given phrase to create contrasting sections.			HSC: Investigate movement elements that define a particular style, technique, or genre of dance. Choreograph phrases that are complementary with the accessed information.		
PK-2D: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.			3-5D: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.				6-8D: Demonstrate flexibility in solving movement problems by working independently and collaboratively to find different solutions.			HSD: Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others.		

Aligned with National Core Arts Standards

Inclusive of Current Maryland Fine Arts Standards Language

Unit Inspirations through 21st Century Skills Development

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



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Dance Standards Grades P-12

DANCE												
<i>Artistic Process</i> Creating				<i>Anchor Standard 1</i> Generate and conceptualize artistic ideas and work.								
<i>Enduring Understanding</i> Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.				<i>Essential Question</i> Where do choreographers get ideas for dances?								
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Demonstrate the ability to create and perform dance through exploration of a variety of stimuli.				I:3-5:1: Demonstrate the ability to create and perform dance through guided and self-exploration of a variety of stimuli.			I:6-8:1: Demonstrate the ability to use improvisation, perceptual skills, and a variety of stimuli to create and perform dance.			I:9-12:1: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.		
I:P-2:2: Develop the ability to combine the elements of dance to create movement.				I:3-5:2: Develop the ability to solve movement problems.			I:6-8:2: Use movement vocabulary and dance terminology to create and articulate work with artistic intent.			I:9-12:2: Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work.		
<i>Expectations</i>												
E:P-2:1: Solve movement problems by responding to stimuli. (e.g., nature, feelings, personal experience)				E:3-5:1: Demonstrate flexibility by improvising phrases from a variety of criteria.			E:6-8:1: Demonstrate flexibility by improvising phrases of varying length from given criteria.			E:9-12:1: Use information from choreographed dance phrases to improvise variations or expand on the movement.		
E:P-2:2: Act on creative ideas through guided work with shapes in locomotor and non-locomotor forms.				E:3-5:2: Think critically to create phrases from student-identified criteria.			E:6-8:2: Think critically to create phrases from student-identified criteria.			E:9-12:2: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.		
E:P-2:3: Act on creative movement ideas through play, using a variety of shapes, levels, energies, and timing.				E:3-5:3: Collaborate with a partner to improvise movement using shadowing and mirroring.			E:6-8:3: Improvise using the information from a given phrase to create contrasting sections.			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:P-2:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.				E:3-5:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.			E:6-8:4: Demonstrate flexibility in solving movement problems by working independently and collaboratively to find different solutions.			E:9-12:4: Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others.		

DANCE

State Standards

DANCE												
Artistic Process Creating						Anchor Standard 2 Organize and develop artistic ideas and work.						
Enduring Understanding The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.						Essential Question What influences choice-making when creating choreography?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Create dance by improvising alone or with others.			I:3-5:1: Use the elements of dance and choreographic forms to create dance and explain its meaning or main idea.			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: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:P-2:2: Apply and recognize compositional form in dance.			I:3-5:2: Modify dance phrases and discuss the reasons and effectiveness of choices.			I:6-8:2: Determine and apply artistic criteria to create dance and evaluate its artistic effectiveness.			I:9-12:2: Develop an artistic statement for original work and explain how movement choices support the artistic statement.			
Expectations												
E:P-2:1: Improvise independently, using shapes and levels, to create dance movement.			E:3-5:1: Using information from the elements of dance (BEST), innovate through improvisation, a phrase that has meaning.			E:6-8:1: Create, manipulate, and perform movement phrases using information from the elements of dance. (BEST)			E:9-12:1: Translate an idea into a movement theme, using skills and knowledge from the Language of Dance information (LOD).			
E:P-2:2: Improvise collaboratively with a partner to create dance phrases that have a beginning, middle, and end.			E:3-5:2: Modify dance phrases, and discuss the reasons for the modifications as well as the effectiveness of artistic choices.			E:6-8:2: Produce a floor plan for an original independent or collaborative composition and perform the composition following the floor plan.			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:P-2:3: Demonstrate flexibility in thinking by creating different ways to begin and end a dance.			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.			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.			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.			
									E:9-12:4: Create and collaborate effectively with others to develop a project that incorporates the diverse personal histories of the group. Manage the project, set goals, and develop a timeline.			

DANCE

State Standards

DANCE												
<i>Artistic Process</i> Creating						<i>Anchor Standard 3</i> Refine and complete artistic work.						
<i>Enduring Understanding</i> Choreographers analyze, evaluate, refine, and document their work to communicate meaning.						<i>Essential Question</i> How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Explore changes of movement based on suggestions from teachers and peers and choices from dance vocabulary.			I:3-5:1: Revise created movement based on feedback from self and others, and justify revision choices.			I:6-8:1: Revise created work based on artistic intent, feedback from self and others, and articulate reasons for revisions.			I:9-12:1: Analyze and evaluate the impact of choices made in revision of created work. Justify how revisions clarify artistic intent.			
I:P-2:2: Describe movement using pictures, symbols or available technology.			I:3-5:2: Describe various aspects of dance (e.g. patterns, levels, relationships of dancers, spacing).			I:6-8:2: Use a recognized system to document dance (e.g. writing, notation, oral, media).			I:9-12:2: Create a system to document and organize works of dance.			
									I:9-12:3: Use self-reflection and feedback from peers, teachers, and adjudicators to refine work.			
<i>Expectations</i>												
E:P-2:1: Work independently or collaboratively to create a symbolic representation of a dance movement done in class.			E:3-5:1: Make judgments and decisions in order to select creative material for dance work. Explain the decisions with clear communication.			E:6-8:1: Revise created work and support decisions with clear communication.			E:9-12:1: Analyze created work, decide what to revise, and communicate revision decisions with clear justification.			
E:P-2:2: Use information from created work to vary it using the BEST principles. Clearly communicate choices.			E:3-5:2: 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:9-12:2: Design a process for creating and organizing independent dance work.			
			E:3-5:3: Notate dance phrases using given information.			E:6-8:3: Create a system for documentation of independent dance work.			E:9-12:3: Create a media product for documenting, revising, and evaluating personal dance work.			
			E:3-5:4: Revise independent or collaborative work using feedback, adapting to change.			E:6-8:4: Revise independent or collaborative work using feedback, thereby showing flexibility.			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.			

DANCE

State Standards

DANCE												
Artistic Process Presenting						Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.						
Enduring Understanding Body, space, time and energy are basic elements of dance.						Essential Question How do dancers work with space, time and energy to communicate artistic expression?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify and demonstrate movement based on elements of dance: body, energy, space and time (BEST).				I:3-5:1: Use combinations of body, energy, space and time (BEST) to perform a variety of movements.			I:6-8:1: Increase movement vocabulary and using BEST and compare and contrast with a variety of genres and styles.			I:9-12:1: Using BEST, expand solo, partner, and ensemble performance skills to greater ranges, technical levels, and attention to audience consideration.		
Expectations												
E: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 from the BEST principles to explore and expand upon technique and vocabulary.			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:9-12:1: Be a self-directed learner and increase and improve technical skills in solo and partnering work.		
E:P-2:2: Work independently to explore movements using different energies				E:3-5:2: Work independently to incorporate a variety of energies in performed movement.			E:6-8:2: Work independently to increase range of performance energies using different styles and genres.			E:9-12:2: Increase clarity of technique and complexity of performance sequences in different styles and genres.		
E:P-2:3: Work independently to explore changes of directions in movement.				E:3-5:3: Work independently to perform movements in a variety of different directions.			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.		
E:P-2:4: Work effectively and efficiently while moving with or within a group by maintaining personal space.				E:3-5:4: Work in small groups cooperatively to perform movements using a variety of spatial relationships.			E:6-8:4: Work collaboratively with others to perform a dance that includes a variety of spatial patterns and relationships.			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:P-2:5: Vary rhythm and speed while performing movements to show flexibility in time usage.				E:3-5:5: Work independently and in small groups to vary the rhythm and speed of the same dance phrase.			E:6-8:5: Work collaboratively with others to perform a variety of rhythms, speeds, and phrasing.			E:9-12:5: Articulate clearly and effectively in performance with attention to details and nuances that communicate artistic expression.		



DANCE

State Standards

DANCE												
Artistic Process Presenting						Anchor Standard 5 Develop and refine artistic work for presentation.						
Enduring Understanding Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.						Essential Question What must the dancer do to prepare the mind and body for artistic expression?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Demonstrate kinesthetic awareness and technical proficiency in dance movement.			I:3-5:1: Demonstrate kinesthetic awareness and technical proficiency in dance performance.			I:6-8:1: Embody technical dance skills to replicate, recall, and execute dance choreography.			I:9-12:1: Apply body-mind principles and technical dance skills to the performance of complex choreography.			
I:P-2:2: Demonstrate a variety of movements safely in personal (kinesphere) and general space.			I:3-5:2: Demonstrate and evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention.			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: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:P-2:3: Complete simple dances from beginning to end, following teacher cues or models.			I:3-5:3: Collaborate and work creatively with others to analyze and refine artistic work.			I:6-8:3: Collaborate with peers to determine and document strategies for enhancing performance accuracy.			I:9-12:3: Plan and execute collaborative and independent rehearsal processes with attention to technical details and artistry.			
I:P-2:4: Explore knowledge and execution of performance competencies in dance.			I:3-5:4: Expand knowledge and execution of performance competencies in dance.			I:6-8:4: Display knowledge and execution of performance competencies in dance.			I:9-12:4: Demonstrate proficiency in dance form and technique, discuss ways in which proficiency affects dance performance.			
Expectations												
E:P-2:1: Demonstrate a range of locomotor and non-locomotor movements that require fundamental dance skills.			E:3-5:1: Memorize and perform dance phrases or dance works with technical accuracy.			E:6-8:1: Memorize and perform technically and artistically accurate dance phrases or dance works.			E:9-12:1: Memorize and perform technically and artistically accurate choreography.			
E:P-2:2: Work independently to recall, refine, and perform simple dance movement.			E:3-5:2: Recognize movement performed correctly and incorrectly (considering anatomy, alignment, safety).			E:6-8:2: Recognize the relationship of healthful practices, alignment and technical accuracy to injury prevention.			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:P-2:3: Explore how and why healthy nutrition is important in order for the body to move efficiently.			E:3-5:3: Develop fundamental knowledge about the value of warm up, nutrition, and preparing the body for dance.			E:6-8:3: Analyze how personal dance practices contribute to safe movement and injury prevention.			E:9-12:3: Analyze personal alignment strengths and weaknesses and create a remedial plan.			
E:P-2:4: Demonstrate awareness of, and move safely in, general and personal (kinesphere) space.			E:3-5:4: Safely adapt to change in a defined space and perceive spatial relationships to other dancers.			E:6-8:4: Be a self-directed learner and develop strategies for attaining greater clarity of performance.			E:9-12:4: Create an effective and efficient rehearsal process.			

DANCE

State Standards

DANCE												
Artistic Process Presenting						Anchor Standard 6 Convey meaning through the presentation of artistic work.						
Enduring Understanding Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.						Essential Question How does a dancer heighten artistry in a public performance?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Dance for an audience following models and cues, demonstrating rehearsal and performance etiquette.			I:3-5:1: Dance for an audience in a variety of spaces, demonstrating rehearsal and performance etiquette.			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: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:P-2:2: Determine the meaning or purpose of a dance and create production elements that help support them.			I:3-5:2: Determine the meaning, purpose or artistic intent of a dance and create production elements that support them.			I:6-8:2: Work collaboratively on the design of production elements that support the artistic intent and meaning of a dance.			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:P-2:1: Perform a dance for an audience with attention to clear communication of a story, poem, or song.			E:3-5:1: Perform dances for an audience with attention to clear communication of stories, poems, songs, and personal ideas.			E:6-8:1: Perform dances for audiences with the intent of communicating meaning clearly through articulate technique and projection.			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:P-2:2: Think creatively and assemble simple production elements such as props, scenery, posters, costumes, etc.			E:3-5:2: Think creatively and analyze artistic work to produce elements that support the work such as props, scenery, programs, posters, costumes, technology, media, etc.			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: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:P-2:3: Interact with an audience in a formal or informal reflection activity.			E:3-5:3: Interact with an audience in a formal and informal reflection activity.			E:6-8:3: Manage goals and time as an effective participant and/or leader for class, rehearsal, and performance.			E:9-12:3: Manage a production and collaborate effectively with a team to produce a work of art, concert, or lecture-demonstration.			
						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: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:6-8:5: Interact with an audience in a formal and informal reflection activity.			E:9-12:5: Interact with an audience in a formal and informal reflection activity.			



DANCE

State Standards

DANCE												
Artistic Process Responding						Anchor Standard 7 Perceive and analyze artistic work.						
Enduring Understanding Dance is perceived and analyzed to comprehend its meaning.						Essential Question How is dance understood?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify and apply guided criteria to evaluate choreography and performance.			I:3-5:1: Identify, create, and apply criteria to evaluate choreography and performance.			I:6-8:1: Describe and demonstrate patterns of movement and their connection to context and choreographic intent.			I:9-12:1: Analyze choreography for structure, meaning, and artistic intent.			
I:P-2:2: Identify movement vocabulary of different genres and cultures.			I:3-5:2: Describe movement characteristics of multiple genres, cultures, and styles.			I:6-8:2: Describe movement characteristics of multiple genres, cultures, and styles as they relate to choreographic intent.			I:9-12:2: Analyze how dance communicates aesthetic and cultural values using specific dance terminology.			
Expectations												
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 to observe a performance of dance work; analyze and describe how the elements of dance are used.			E:6-8:1: Make judgments about how patterns in a dance help to communicate artistic intent.			E:9-12:1: Think critically in order to analyze the structure of complex choreographic works.			
E:P-2:2: Using guided information from aesthetic principles, identify repeated movements, unity, variety, and sequences in an observed or experienced dance.			E:3-5:2: Use information from dance terminology to describe patterns in a dance.			E:6-8:2: Use information from dance terminology and movement descriptors to discuss possible meanings of a dance.			E:9-12:2: Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography.			
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 effectively by developing an organizer for recording observed or experienced patterns in 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:9-12:3: Apply technology effectively by creating an instrument for capturing analysis of how meaning is communicated in different dance styles.			
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 BEST principles, identify and describe qualities of movement of various dances.			E:6-8:4: Using information from BEST principles, compare and contrast how elements of dance are used within a dance.			E:9-12:4: Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance.			
						E:6-8:5: Work collaboratively with others to re-create patterns and movements observed in a dance.			E:9-12:5: Work independently to analyze the choreographic structure of a dance and create a new dance using that structure.			



DANCE

State Standards

DANCE												
Artistic Process Responding					Anchor Standard 8 Interpret intent and meaning in artistic work.							
Enduring Understanding 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.					Essential Question How is dance interpreted?							
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify meaning and intent in an observed dance using simple dance terminology.			I:3-5:1: Identify and define the main/central idea of an observed dance using dance terminology.			I:6-8:1: Using dance terminology, explain how artistic intent is achieved through the use of the elements of dance, technique, and intent.			I:9-12:1: Analyze and interpret artistic expression, using dance terminology, across genres, styles, or cultural movement practices with attention to intent and meaning.			
Expectations												
E:P-2:1: Communicate clearly and describe how an observed dance makes you feel.			E:3-5:1: Interact effectively with others and discuss possible meanings and choreographic intent of an observed dance.			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:9-12:1: Communicate clearly and explain how social and historical context contribute to the meaning of 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.			E:3-5:2: Analyze a recorded or performed dance in order to discuss movement qualities and structure.			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:9-12:2: Think critically and compare and contrast artistic expression in a variety of different dances.			
E:P-2:3: Make judgments and decisions as to how performance quality communicates meaning in an observed dance.			E:3-5:3: Identify and explain why a moment in a dance had personal meaning or response.			E:6-8:3: Analyze choreographic intent in a variety of contrasting 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:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance.			E:3-5:4: Clearly communicate how a dancer's technique conveys artistic expression and clarity in an observed dance.			E:6-8:4: Using information from BEST principles, explain how they influence artistic expression in and interpretation of a dance.			E:9-12:4: Reason effectively and explain how refinements beyond technique contribute to artistic expression, communication of intent, and meaning in a dance.			

DANCE

State Standards

DANCE												
Artistic Process Responding						Anchor Standard 9 Apply criteria to evaluate artistic work.						
Enduring Understanding Criteria for evaluating dance vary across genres, styles, and cultures.						Essential Question What criteria are used to evaluate dance?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify and apply criteria for making aesthetic judgments in dance.			I:3-5:1: Identify, analyze, and apply criteria for making aesthetic judgments in dance.			I:6-8:1: Create, analyze, and apply criteria for making aesthetic judgments in dance.			I:9-12:1: Critically examine and document personal efforts in choreography and performance.			
Expectations												
E:P-2:1: Make judgments and decisions as to how costume, hair, make-up, sets, lighting, music, etc. contribute to the meaning of a dance. Discuss decisions.			E:3-5:1: Make judgments and decisions as to how costume, make-up, sets, lighting, music, etc. make a dance successful. Discuss decisions.			E:6-8:1: Evaluate the relationship of costume, make-up, sets, lighting, music, etc. to the meaning of a dance.			E:9-12:1: Think creatively and critically to develop and justify personal criteria for evaluating a dance.			
E:P-2:2: Use information from guided criteria to evaluate a dance based on communication of meaning or intent.			E:3-5:2: Use information from given criteria to evaluate a dance based on communication or theme, ideas, structure, and intent.			E:6-8:2: Collaborate to create criteria for evaluating a dance, and apply those criteria to an observed dance.			E:9-12:2: Make judgments and decisions in order to write an aesthetic analysis of a choreographic work.			
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 and describe selected aesthetic principles such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast, in dance performances.			E:6-8:3: Select and use aesthetic criteria to evaluate personal performances, improvised and choreographed, and the performance of others.			E:9-12:3: Apply technology effectively to write an aesthetic analysis of a personal choreographic work.			
E:P-2:4: Think critically and describe how the elements of dance are combined in observed performances to create mood or communicate concepts.			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:6-8:4: Articulate rationales to explain conceptualizations, aesthetic decisions, and effectiveness of personal performances, improvisations, and choreography.			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:P-2:5: Engage appropriately as an audience participant in formal and informal settings.			E:3-5:5: Engage appropriately as an audience participant in formal and informal settings.			E:6-8:5: Engage appropriately as an audience participant in formal and informal settings.			E:9-12:5: Engage appropriately as an audience participant in formal and informal settings.			

DANCE

State Standards

DANCE												
Artistic Process Connecting						Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.						
Enduring Understanding As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.						Essential Question How does dance deepen our understanding of ourselves, other knowledge, and events around us?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Create, describe, and perform a dance to express personal meaning.				I:3-5:1: Observe or experience a variety of dance performances and describe the feelings and ideas that are evoked by the experience.			I:6-8:1: Connect the concepts of a variety of dances with personal perspectives.			I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.		
I:P-2:2: Observe or experience a work of art to identify ideas as a basis for creating dance movement.				I:3-5:2: Access and use research information as impetus for creating meaningful dance.			I:6-8:2: Create and document a dance study exploring contrasting ideas based on research.			I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.		
Expectations												
E:P-2:1: Demonstrate basic locomotor and non-locomotor movements and assign personal meaning to the way the movement makes you feel.				E:3-5:1: Observe a dance and discuss how feelings and ideas relate to your personal experience.			E:6-8:1: Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning.			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.			E:9-12:2: Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created 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.		
E:P-2:4: Identify and communicate reasons to create dance outside of school.				E:3-5:4: Identify and communicate reasons to create dance outside of school.			E:6-8:4: 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

State Standards

DANCE												
Artistic Process Connecting					Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							
Enduring Understanding Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.					Essential Question How does knowing about societal, cultural, historical and community experiences expand dance literacy?							
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Demonstrate knowledge of dances from a variety of cultures, societies, and history.			I:3-5:1: Demonstrate knowledge of the contexts of dances from a variety of cultures, societies, and history.			I:6-8:1: Compare and contrast the contexts of dances from a variety of cultures, societies, and histories.			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:P-2:2: Relate dance to history, society, and personal experience.			I:3-5:1: Relate dance to society and history.			I:6-8:2: Explain how dance reflects and influences history and society.			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:P-2:3: Describe the relationships of dance to other arts subjects in school.			I:3-5:1: Describe the relationships of dance to music, theatre, the visual arts, media arts and other disciplines.			I:6-8:3: Describe the relationships of dance to music, 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.			
Expectations												
E:P-2:1: Act on creative ideas to describe and create movement that expresses elements of your personal heritage.			E:3-5:1: Work independently and collaboratively to experience different social, historical, and cultural forms of dance, making a personal connection.			E:6-8:1: Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance.			E:9-12:1: Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa.			
E:P-2:2: Act on creative ideas to describe and create movement that expresses elements and characteristics of your community.			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.			
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).			
E:P-2:4: Compare and contrast cultural purposes for creating by examining dance from different times and places.			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.			E:6-8:4: Analyze how response to dance is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.			E:9-12:4: Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center).			
									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

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

Where do choreographers get ideas for dances?

PK	K	1	2
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Developmental Level: Exposure

Indicators

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

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

Expectations

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

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

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

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



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question

What influences choice-making when creating choreography?

PK	K	1	2
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Developmental Level: Exposure

Indicators

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

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

Expectations

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

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

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



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question

How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

PK	K	1	2
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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.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Body, space, time and energy are basic elements of dance.

Essential Question

How do dancers work with space, time and energy to communicate artistic expression?

PK	K	1	2
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Developmental Level: Exposure

Indicators

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

Expectations

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

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question

What must the dancer do to prepare the mind and body for artistic expression?

PK	K	1	2
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Developmental Level: Exposure

Indicators

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

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

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

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

Expectations

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

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

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

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



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

How does a dancer heighten artistry in a public performance?

PK

K

1

2

Developmental Level: Exposure

Indicators

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

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

Expectations

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

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

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



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

PK	K	1	2
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Developmental Level: Exposure

Indicators

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

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

Expectations

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

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

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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.

Essential Question

How is dance interpreted?

PK

K

1

2

Developmental Level: Exposure

Indicators

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

Expectations

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

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

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

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



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

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.

Expectations

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

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

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

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

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



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

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.

Expectations

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

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

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

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



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

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

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

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

Expectations

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

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

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

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



Dance Standards Grades 3-5
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

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.



Anchor Standard 2

Organize and develop artistic ideas and work.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
Creating	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making when creating choreography?
3	4	5

Developmental Level: Exploration

Indicators

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

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

Expectations

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

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

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



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question

How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

3

4

5

Developmental Level: Exploration

Indicators

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

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

Expectations

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

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

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

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



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Body, space, time and energy are basic elements of dance.

Essential Question

How do dancers work with space, time and energy to communicate artistic expression?

3

4

5

Developmental Level: Exploration

Indicators

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

Expectations

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

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question

What must the dancer do to prepare the mind and body for artistic expression?

3

4

5

Developmental Level: Exploration

Indicators

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

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

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

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

Expectations

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

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

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

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



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

How does a dancer heighten artistry in a public performance?

3

4

5

Developmental Level: Exploration

Indicators

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

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

Expectations

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

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

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



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

3

4

5

Developmental Level: Exploration

Indicators

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

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

Expectations

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

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

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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.

Essential Question

How is dance interpreted?

3

4

5

Developmental Level: Exploration

Indicators

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

Expectations

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

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

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

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



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

What criteria are used to evaluate dance?

3

4

5

Developmental Level: Exploration

Indicators

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

Expectations

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

E:3-5:2: Use information from given criteria to evaluate a dance based on communication or theme, ideas, structure, and intent.

E:3-5:3: Recognize and describe selected aesthetic principles such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast, in dance performances.

E:3-5:4: Think critically and describe how selection of the elements of dance and choreographic forms affects personal performances, improvisations, and choreography.

E:3-5:5: Engage appropriately as an audience participant in formal and informal settings.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

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.

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

Expectations

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

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

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

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



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

3

4

5

Developmental Level: Exploration

Indicators

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

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

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

Expectations

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

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

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

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



Dance Standards Grades 6-8
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

Where do choreographers get ideas for dances?

6

7

8

Developmental Level: Enrichment

Indicators

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

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

Expectations

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

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

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

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



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question

What influences choice-making when creating choreography?

6

7

8

Developmental Level: Enrichment

Indicators

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

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

Expectations

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

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

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



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Enduring Understanding

Essential Question

Creating

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

6

7

8

Developmental Level: 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.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Body, space, time and energy are basic elements of dance.

Essential Question

How do dancers work with space, time and energy to communicate artistic expression?

6

7

8

Developmental Level: Enrichment

Indicators

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

Expectations

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

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question

What must the dancer do to prepare the mind and body for artistic expression?

6

7

8

Developmental Level: Enrichment

Indicators

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

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

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

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

Expectations

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

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

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

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



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

How does a dancer heighten artistry in a public performance?

6

7

8

Developmental Level: Enrichment

Indicators

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

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

Expectations

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

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

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

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

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



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

6

7

8

Developmental Level: Enrichment

Indicators

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

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

Expectations

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

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

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

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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.

Essential Question

How is dance interpreted?

6

7

8

Developmental Level: Enrichment

Indicators

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

Expectations

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

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

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

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



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

What criteria are used to evaluate dance?

6

7

8

Developmental Level: Enrichment

Indicators

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

Expectations

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

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

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

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

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



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

How does dance deepen our understanding of ourselves, other knowledge, and events around us?

6

7

8

Developmental Level: Enrichment

Indicators

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

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

Expectations

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

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

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

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



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

6

7

8

Developmental Level: Enrichment

Indicators

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

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

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

Expectations

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

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

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

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



Dance Standards Grades 9-12

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

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.

Expectations

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

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

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

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



Anchor Standard 2

Organize and develop artistic ideas and work.

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

Indicators

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

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

Expectations

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

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

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



Anchor Standard 3

Refine and complete artistic work.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
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
	Excellence	Entrepreneurship

Indicators

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

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

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

Expectations

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

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

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

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



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
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.

Expectations

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

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
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
	Excellence	Entrepreneurship

Indicators

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

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

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

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

Expectations

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

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

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

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



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

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.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

High School Proficient	High School Accomplished	High School Advanced
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Excellence

Entrepreneurship

Indicators

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

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

Expectations

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

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

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

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

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.

Essential Question

How is dance interpreted?

High School Proficient

High School Accomplished

High School Advanced

Excellence

Entrepreneurship

Indicators

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

Expectations

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

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

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

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



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

What criteria are used to evaluate dance?

High School Proficient	High School Accomplished	High School Advanced
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Excellence

Entrepreneurship

Indicators

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

Expectations

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.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

How does dance deepen our understanding of ourselves, other knowledge, and events around us?

High School Proficient

High School Accomplished

High School Advanced

Excellence

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.

Expectations

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

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

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

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



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

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.

Expectations

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

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

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

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

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



Glossary of Dance Terminology

Aesthetic judgments

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

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

State Standards



Media Arts Standards Grades P-12

MEDIA ARTS													
<i>Artistic Process</i>				<i>Anchor Standard 1</i>									
Creating				Generate and conceptualize artistic ideas and work.									
<i>Enduring Understanding</i>				<i>Essential Question</i>									
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.				How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?									
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>													
PK	K	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: Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.			I: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.			
<i>Expectations</i>													
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: Collaborate with others in a small group setting to create a visual representation of formulated ideas.			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.			
							E:6-8:2: Act on creative ideas to generate artistic goals.			E:9-12:2: Act on creative ideas to generate artistic goals.			
							E:6-8:3: Predict potential obstacles and generate possible solutions.			E:9-12:3: Predict potential obstacles and generate possible solutions.			



MEDIA ARTS

State Standards

MEDIA ARTS													
<i>Artistic Process</i>				<i>Anchor Standard 2</i>									
Creating				Organize and develop artistic ideas and work.									
<i>Enduring Understanding</i>				<i>Essential Question</i>									
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?									
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: With guidance, formulate ideas into plans or models for media arts productions.				I:3-5:1: Form, share, and test ideas, plans, and models to prepare for media arts productions.			I:6-8:1: Organize, design, propose, and evaluate artistic ideas, models, prototypes, and production processes for media arts productions.			I:9-12:1: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, project designs, prototypes, and production processes for media arts productions.			
<i>Expectations</i>													
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 small group setting to create a task list to prepare for production.			E:6-8:1: Refine brainstormed ideas into a production plan.			E:9-12:1: Apply elements of media arts to refine brainstormed ideas into a production plan.			

MEDIA ARTS

State Standards



MEDIA ARTS												
Artistic Process					Anchor Standard 3							
Creating					Refine and complete artistic work.							
Enduring Understanding					Essential Question							
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?							
Exposure			Exploration		Enrichment			Excellence		Entrepreneurship		
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: In guided practice, make, capture, and form media arts content, freely for expression and meaning, in media arts productions.				I:3-5:1: Construct, arrange, and combine various content into unified, purposeful media arts productions, describing and applying defined sets of principles.			I:6-8:1: Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions.			I:9-12:1: Consolidate production processes and synthesize content to demonstrate deliberate choices in complex media arts productions.		
I:P-2:2: Freely and in guided practice, attempt expressive effects and make changes to the content, form, or presentation.				I:3-5:2: In refining and completing media artworks, practice, analyze, and demonstrate how emphasizing elements alters effect, purpose and clarity.			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.			I:9-12:2: Refine and modify aesthetic elements and technical components to intentionally form impactful expressions in media artworks.		
Expectations												
E:P-2:1: Collaborate with others to capture the same content in multiple ways.				E:3-5:1: Collaborate with others in a small group setting to decide what content is needed and how it will be captured.			E:6-8:1: Improve production plan to include decisions about content and production processes.			E:9-12:1: Apply aesthetic and technical fundamentals to modify production plan.		
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 with others in a small group setting to make judgments and decisions on media production to act on creative ideas with a refined purpose.			E:6-8:2: Make judgments and decisions to refine the media production plan to set a purpose and act on creative ideas.			E:9-12:2: Analyze media production plan to create a meaningful impact in their final product(s).		

MEDIA ARTS

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MEDIA ARTS													
<i>Artistic Process</i>					<i>Anchor Standard 4</i>								
Presenting					Analyze, interpret, and select artistic work for presentation.								
<i>Enduring Understanding</i>					<i>Essential Question</i>								
Media artists integrate various forms and contents to develop complex, unified artworks.					How are complex media arts experiences constructed?								
Exposure			Exploration			Enrichment			Excellence			Entrepreneurship	
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
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.			I:6-8:1: Integrate multiple contents and forms into unified media arts productions that convey consistent themes or ideas.			I:9-12:1: Integrate and synthesize various arts, media arts forms, and content into unified media arts productions.			
<i>Expectations</i>													
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 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.			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.			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.			

MEDIA ARTS

State Standards



MEDIA ARTS													
Artistic Process					Anchor Standard 5								
Presenting					Develop and refine artistic work for presentation.								
Enduring Understanding					Essential Question								
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?								
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators													
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: Identify, describe, and demonstrate basic creative skills within media arts productions.				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.			I:9-12:3: Demonstrate adaptation and innovation in the production of media artworks.			
Expectations													
E:P-2:1: Interact effectively with 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.			E:6-8:1: Be self-directed learners to define artistic/technical skill sets and roles for media production plan.			E:9-12:1: Be self-directed learners to define artistic/technical skill sets and roles for media production plan.			
E:P-2:2: Act on creative ideas during media arts production.				E:3-5:2: Act on creative ideas during media arts production to create new content.			E:6-8:2: Develop and act on a variety of creative skills to produce new media.			E:9-12:2: Define and develop the skill sets needed to execute media production plan.			
E:P-2:3: Explore technology tools and techniques to produce creative works.				E:3-5:3: Explore and interact with a variety of tools and techniques to construct media content.			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

State Standards



MEDIA ARTS													
Artistic Process					Anchor Standard 6								
Presenting					Convey meaning through the presentation of artistic work.								
Enduring Understanding					Essential Question								
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?								
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: With guidance, present media artworks.				I:3-5:1: Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.			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:9-12:1: Curate and design the presentation and distribution of collections of media artworks in multiple formats for different audiences.			
I:P-2:2: With guidance, share reactions to the presentation of media artworks.				I:3-5:2: Identify, describe and compare the experience; share results of and improvements for presenting media artworks.			I:6-8:2: Analyze results of and improvements for presenting media artworks.			I:9-12:2: Evaluate and implement improvements in presenting media artworks.			
Expectations													
E:P-2:1: With teacher support, present media product(s).				E:3-5:1: Make judgments and decisions on presentation considering setting and potential distribution of media product(s).			E:6-8:1: Manage the presentation and potential distribution of the media product(s).			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.				E:3-5:2: Analyze and self-evaluate presentation and suggest improvements.			E:6-8:2: Analyze and critique presentation. Develop a list of potential improvements for future presentations.			E:9-12:2: Critique presentation and/or distributed materials and implement improvements.			

MEDIA ARTS

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MEDIA ARTS													
<i>Artistic Process</i>				<i>Anchor Standard 7</i>									
Responding				Perceive and analyze artistic work.									
<i>Enduring Understanding</i>				<i>Essential Question</i>									
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			Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: With guidance, explore components and messages in a variety of media artworks.				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: Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.			I:6-8:2: Describe, compare, and analyze how various forms, methods, and styles in media artworks manage audience experience.			I:9-12:2: Analyze audience experience and create intention.			
<i>Expectations</i>													
E:P-2:1: With teacher support, explore how components of media connect to messaging and audience experiences.				E:3-5:1: Implement critical thinking strategies to summarize how messages and audience experiences are created through media.			E:6-8:1: Analyze the messages and audience experiences presented through a variety of media components.			E:9-12:1: Analyze the intended messages and audience experiences presented through a variety of media components.			



MEDIA ARTS

State Standards

MEDIA ARTS													
<i>Artistic Process</i>				<i>Anchor Standard 8</i>									
Responding				Interpret intent and meaning in artistic work.									
<i>Enduring Understanding</i>				<i>Essential Question</i>									
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?									
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: With guidance, discuss reactions to media artworks.				I:3-5:1: Determine the purposes and meanings of media artworks.			I:6-8:1: Analyze the intent and meaning of a variety of media artworks.			I:9-12:1: Analyze the intent, meanings, and reception of a variety of media artworks.			
<i>Expectations</i>													
E:P-2:1: Analyze media from the media arts industry (film, TV, graphic design, animation, fine art, etc.) to discuss audience reactions.				E:3-5:1: Analyze media from the media arts industry to discuss purpose and meaning.			E:6-8:1: Analyze media from the media arts industry to discuss intent and meaning.			E:9-12:1: Analyze media from the media arts industry to discuss intent, meaning, and audience reception.			
E:P-2:2: Analyze their media product(s) to discuss audience reactions.				E:3-5:2: Analyze their media product(s) to discuss purpose and meaning.			E:6-8:2: Analyze their media product(s) to discuss intent and meaning.			E:9-12:2: Analyze their media product(s) to discuss intent, meaning, and audience reception.			

MEDIA ARTS

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MEDIA ARTS													
<i>Artistic Process</i>					<i>Anchor Standard 9</i>								
Responding					Apply criteria to evaluate artistic work.								
<i>Enduring Understanding</i>					<i>Essential Question</i>								
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?								
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>													
PK	K	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 and apply basic criteria to evaluate media artworks.			I:6-8:1: Develop and apply criteria to evaluate various media artworks.			I:9-12:1: Evaluate media art works and production processes using identified criteria.			
<i>Expectations</i>													
E:P-2:1: With teacher support and set criteria, examine and communicate qualities of media products.				E:3-5:1: Collaborate with others to create general criteria to evaluate media products.			E:6-8:1: Collaborate with others to create criteria to evaluate media products.			E:9-12:1: Using industry-standardized criteria, evaluate production processes and final media products.			

MEDIA ARTS

State Standards



MEDIA ARTS													
<i>Artistic Process</i>				<i>Anchor Standard 10</i>									
Connecting				Synthesize and relate knowledge and personal experiences to make art.									
<i>Enduring Understanding</i>				<i>Essential Question</i>									
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			Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Use personal experience 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.			
I:P-2:2: With guidance, share experiences of media artworks.				I:3-5:2: Examine and show how media artworks form meaning, situations, and/or culture.			I:6-8:2: Explain and show how media artworks form new meanings, situations, and cultural experiences.			I:9-12:2: Explain and demonstrate how the use of media artworks expands meaning and cultural experiences.			
<i>Expectations</i>													
E:P-2:1: With teacher support, create media products that utilize personal and shared experiences.				E:3-5:1: Create media products that utilize personal and external resources.			E:6-8:1: Make judgments and decisions on which resources (personal, cultural, and/or external) will be used to create media products.			E:9-12:1: Access, evaluate, use, and manage resources to create media products.			
				E:3-5:2: Analyze media for meaning and cultural context.			E:6-8:2: Communicate clearly how decisions change elements of media (meanings, situations, and cultural context).			E:9-12:2: Make claims with supporting evidence to show how decisions change elements of media.			

MEDIA ARTS

State Standards



MEDIA ARTS													
Artistic Process				Anchor Standard 11									
Connecting				Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.									
Enduring Understanding				Essential Question									
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?									
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: With guidance, relate media artworks to everyday life.				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.				I:3-5:2: Examine and interact safely with media arts tools and environments.			I:6-8:2: Analyze and interact appropriately with media arts tools and environments.			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 the relationships of media to other arts subjects in 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.			
Expectations													
E:P-2:1: With teacher support, compare media to everyday life (i.e. pop culture).				E:3-5:1: Compare and contrast media and everyday life.			E:6-8:1: Research and synthesize how media relates to everyday life.			E:9-12:1: Reason effectively how media reflects different contexts, cultures, and values in society.			
E:P-2:2: With teacher support, work with tools in different environments effectively and safely. (i.e. hardware and software)				E:3-5:2: Understand and apply ethics and safety rules when using equipment and content.			E:6-8:2: Apply technology safely and effectively considering media literacy.			E:9-12:2: Critically apply technology safely and effectively considering media literacy and vocational standards.			
E:P-2:3: Compare and contrast cultural purposes for creating by examining media arts from different times and places.				E:3-5:3: Analyze and infer how media is used to inform or change beliefs, values, and/or behaviors of an individual or society.			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.			E:9-12:3: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.			



MEDIA ARTS

State Standards

Media Arts Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts

Essential Question

How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Developmental Level: Exposure

PK

K

1

2

Indicators

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

Expectations

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

MEDIA ARTS

State Standards



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.

Essential Question

How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?

Developmental Level: Exposure

PK

K

1

2

Indicators

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.



MEDIA ARTS

State Standards

Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

The forming, integration, and refinement of aesthetic components, principles, and processes which create purpose, meaning, and artistic quality in media artworks.

Essential Question

What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Developmental Level: Exposure

PK

K

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.



MEDIA ARTS

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question

How are complex media arts experiences constructed?

Developmental Level: Exposure

PK

K

1

2

Indicators

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.

MEDIA ARTS

State Standards



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question

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.



MEDIA ARTS

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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?

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.

MEDIA ARTS

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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: 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.



MEDIA ARTS

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question

How do people relate to and interpret media artwork?

Developmental Level: Exposure

PK

K

1

2

Indicators

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

Expectations

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

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

MEDIA ARTS

State Standards



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question

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.

MEDIA ARTS

State Standards



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Media artworks synthesize meaning and form cultural experience.

Essential Question

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.



MEDIA ARTS

State Standards

Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question

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

K

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

Creating

Enduring Understanding

Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts

Essential Question

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.

MEDIA ARTS

State Standards



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.

Essential Question

How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?

Developmental Level: Exploration

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.



MEDIA ARTS

State Standards

Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question

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.



MEDIA ARTS

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question

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.

MEDIA ARTS

State Standards



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question

What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Developmental Level: Exploration

3

4

5

Indicators

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

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

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

Expectations

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

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

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

MEDIA ARTS

State Standards



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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.



MEDIA ARTS

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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

3

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.



MEDIA ARTS

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question

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.

MEDIA ARTS

State Standards

Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question

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.

MEDIA ARTS

State Standards



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Media artworks synthesize meaning and form cultural experience.

Essential Question

How do we relate knowledge and experiences to understanding and making media artworks?
How do we learn about and create meaning through producing media artworks?

Developmental Level: Exploration

3

4

5

Indicators

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

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

Expectations

E:3-5:1: Create media products that utilize personal and external resources.

E:3-5:2: Analyze media for meaning and cultural context.



MEDIA ARTS

State Standards

Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question

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.

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

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

Expectations

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

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

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



MEDIA ARTS

State Standards

Media Arts Standards Grades 6-8

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts

Essential Question

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.

MEDIA ARTS

State Standards



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.

Essential Question

How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?

Developmental Level: Enrichment

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.



MEDIA ARTS

State Standards

Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question

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.



MEDIA ARTS

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question

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.

MEDIA ARTS

State Standards



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question

What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Developmental Level: Enrichment

6

7

8

Indicators

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

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

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

Expectations

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

E:6-8:2: Develop and act on a variety of creative skills to produce new media.

E:6-8:3: Apply and adapt use of tools and techniques to construct media content.



MEDIA ARTS

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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.

MEDIA ARTS

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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: Enrichment

6

7

8

Indicators

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

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

Expectations

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



MEDIA ARTS

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question

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.

MEDIA ARTS

State Standards

Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question

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.

MEDIA ARTS

State Standards



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Media artworks synthesize meaning and form cultural experience.

Essential Question

How do we relate knowledge and experiences to understanding and making media artworks?
How do we learn about and create meaning through producing media artworks?

Developmental Level: Enrichment

6

7

8

Indicators

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

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

Expectations

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

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



MEDIA ARTS

State Standards

Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question

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

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

State Standards



Media Arts Standards Grades 9-12

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts

Essential Question

How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.

MEDIA ARTS

State Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Media artists plan, organize, and develop creative ideas, project designs, and models into process structures that can effectively realize the artistic idea.

Essential Question

How do media artists plan, organize and develop ideas/project designs/models into process structures to achieve the desired end product?

Excellence

High School Proficient

Entrepreneurship

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.

MEDIA ARTS

State Standards



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

The forming, integration, and refinement of aesthetic components, principles, and processes create purpose, meaning, and artistic quality in media artworks.

Essential Question

What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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).



MEDIA ARTS

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question

How are complex media arts experiences constructed?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.



MEDIA ARTS

State Standards

Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question

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?

Excellence

High School Proficient

Entrepreneurship

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.

MEDIA ARTS

State Standards



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.



MEDIA ARTS

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.

MEDIA ARTS

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question

How do people relate to and interpret media artwork?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.

MEDIA ARTS

State Standards



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question

How and why do media artists value and judge media artworks?
When and how should we evaluate and critique media artworks to improve them?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.

MEDIA ARTS

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Media artworks synthesize meaning and form cultural experience.

Essential Question

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?

Excellence

High School Proficient

Entrepreneurship

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.

MEDIA ARTS

State Standards

Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question

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?

Excellence

High School Proficient

Entrepreneurship

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

MUSIC													
<i>Artistic Process</i> Creating					<i>Anchor Standard 1</i> Generate and conceptualize artistic ideas and work.								
<i>Enduring Understanding</i> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.					<i>Essential Question</i> How do musicians generate creative ideas?								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
<i>Indicators</i>													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.				I:3-5:1: Conceptualize and generate musical ideas for an artistic purpose and context, using appropriate technology as available.			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.			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.			
<i>Expectations</i>													
E:P-2:1: With teacher guidance, create musical ideas for classroom composition activities, 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: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:9-12:1: As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.			
E:P-2:2: Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.				E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, 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.			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>Artistic Process</i> Creating						<i>Anchor Standard 2</i> Organize and develop artistic ideas and work.						
<i>Enduring Understanding</i> Musicians' creative choices are influenced by their expertise, context, and expressive intent.						<i>Essential Question</i> How do musicians make creative decisions?						
Exposure		Exploration				Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:2: Select, discuss, and document musical ideas.				I:3-5:1: Select, present, explain, and document musical choices with connections to purpose and context.			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.		
<i>Expectations</i>												
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: 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.			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.		



MUSIC												
<i>Artistic Process</i> Creating					<i>Anchor Standard 3</i> Refine and complete artistic work.							
<i>Enduring Understanding</i> 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.					<i>Essential Question</i> How do musicians improve the quality of their creative work? When is creative work ready to share?							
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship		
<i>Indicators</i>												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Apply feedback to develop and refine personal musical ideas.				I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.			I:6-8:1: Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.			I:9-12:1: Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.		
I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.				I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.			I:6-8:2: Support rationale for refinements to personal musical ideas based on feedback from multiple sources.			I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.		
							I:6-8:3: Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose.			I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.		
<i>Expectations</i>												
E:P-2:1: Refine personal musical ideas in response to feedback.				E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.			E:6-8:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.			E:9-12:1: Evaluate and refine personal musical ideas in response to feedback and document revisions.		
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 explain connections to the artistic purpose, using appropriate technology as available.			E:6-8:2: Incorporate refinements to personal musical ideas through analysis and implementation of feedback.			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 Process Presenting					Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.							
Enduring Understanding Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire. Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.					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 Proficient	HS Accomplished	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.		
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													
Artistic Process Presenting						Anchor Standard 5 Develop and refine artistic work for presentation.							
Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.						Essential Question How do musicians improve the quality of their performance?							
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
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.			I:6-8:1: Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of 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.			
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: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: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.			
E:P-2:2: Apply feedback to improve and refine music in rehearsal.				E:3-5:2: Apply feedback to improve and refine music in rehearsal.			E:6-8:2: Apply feedback to improve and refine music in rehearsal.			E:9-12:2: 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.			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.			



MUSIC

State Standards

MUSIC													
Artistic Process Presenting					Anchor Standard 6 Convey meaning through the presentation of artistic work.								
Enduring Understanding Musicians judge performance based on criteria that vary across time, place, and cultures.					Essential Question When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?								
Exposure			Exploration		Enrichment			Excellence		Entrepreneurship			
Indicators													
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, paying attention to accuracy and interpretation.			I:6-8:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer's intent.			I:9-12:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, composer's intent, and cultural authenticity.			
I:P-2:2: Perform appropriately for audience and purpose.				I:3-5:2: Perform appropriately for audience and purpose.			I:6-8:2: Demonstrate performance decorum appropriate to the context.			I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.			
Expectations													
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.			E:6-8:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.			E:9-12:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery.			
E:P-2:2: Communicate effectively with audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.				E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.			E:6-8:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			E:9-12:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.			
E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.				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.			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.			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												
Artistic Process Responding				Anchor Standard 7 Perceive and analyze artistic work.								
Enduring Understanding Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.				Essential Question How do individuals choose music to experience?								
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Select music and describe how personal interests and experiences influence musical choice.				I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.			I:6-8:1: Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.			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: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).			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.			I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.		
Expectations												
E:P-2:1: When presented with options, choose a piece of music for a specific purpose and describe how the musical elements are used to make the selection suitable for the purpose.				E:3-5:1: Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice.			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:9-12:1: Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.		
E:P-2:2: In response to teacher prompts, describe the use of musical elements and contexts.				E:3-5:2: With limited guidance, communicate clearly the importance of structure, musical elements, and context.			E:6-8:2: With increasing independence, communicate the importance of structure, musical elements, and context when listening to 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													
Artistic Process Responding					Anchor Standard 8 Interpret intent and meaning in artistic work.								
Enduring Understanding Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.					Essential Question How do we discern the musical creators' and performers' expressive intent?								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent.				I:3-5:1: Summarize and explain how artistic qualities are used in musicians' interpretations.			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.			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: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.			
										E:9-12:2: Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.			



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.						Essential Question How do we judge the quality of musical work(s) and performance(s)?							
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators													
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 vocabulary.				I:3-5:1: Describe 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.			
Expectations													
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.			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: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:P-2:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.				E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.			E:6-8:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.			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:P-2:3: Compare musical elements from two or more contrasting selections of music.				E:3-5:3: Compare and document musical elements from two or more contrasting selections of music.			E:6-8:3: Compare and contrast musical elements from two or more selections of music.			E:9-12:3: Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music.			



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.					Essential Question How do musicians make meaningful connections to creating, performing, and responding?								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
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.				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.			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:P-2:1: Identify personal and creative preferences in creating, performing, and responding to music.				E:3-5:1: Identify 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.			E:9-12:1: Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.			
E:P-2:2: Identify and document ways to make music outside of school and/or music class, including after-school programs and extracurricular opportunities.				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.			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.			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.			



MUSIC													
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.					Essential Question How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?								
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators													
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:3-5:1: Describe and justify how music is a form of personal communication and expression.			I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.			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:P-2:2: Describe the role of music in other people's daily lives.				I:3-5:2: Describe and explain factors that impact the role of music in the lives of people.			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.			
Expectations													
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.			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: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.			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:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.				E:3-5:3: With limited guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding 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: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:P-2:4: Compare and contrast cultural purposes for composing, listening and performing, by examining music from other times and places.				E:3-5:4: Analyze and document how music is used to inform or change beliefs, values, and/or behaviors of an individual or society.			E:6-8:4: Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.			E:9-12:4: Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.			



Music Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Developmental Level: Exposure

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.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

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.



Anchor Standard 3

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?

PK

K

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.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.

Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

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?

Developmental Level: Exposure

PK

K

1

2

Indicators

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

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

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

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

Expectations

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

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.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

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

K

1

2

Indicators

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

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

Expectations

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

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

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



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question

How do individuals choose music to experience?

Developmental Level: Exposure

PK

K

1

2

Indicators

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

Expectations

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

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.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

How do we judge the quality of musical work(s) and performance(s)?

Developmental Level: Exposure

PK

K

1

2

Indicators

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.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to creating, performing, and responding?

Developmental Level: Exposure

PK

K

1

2

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.

Expectations

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

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



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Developmental Level: Exposure

PK

K

1

2

Indicators

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

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

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

Expectations

E:P-2:1: With teacher guidance, connect music to personal experience through creating, performing, or responding to music.

E:P-2:2: With teacher guidance, connect music to other people’s personal experiences when creating, performing, or responding to music.

E:P-2:3: With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

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



Music Standards Grades 3-5
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Developmental Level: Exploration

3

4

5

Indicators

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

Expectations

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

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



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

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.



Anchor Standard 3

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?

Developmental Level: Exploration

3

4

5

Indicators

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

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

Expectations

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

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



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.

Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

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?

Developmental Level: Exploration

3

4

5

Indicators

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

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

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

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

Expectations

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

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.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

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.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question

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).

Expectations

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

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.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

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.

Expectations

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

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

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



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

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.



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Developmental Level: Exploration

3

4

5

Indicators

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

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

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

Expectations

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

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

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

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



Music Standards Grades 6-8
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Developmental Level: Enrichment

6

7

8

Indicators

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

Expectations

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

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



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

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.



Anchor Standard 3

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?

Developmental Level: Enrichment

6

7

8

Indicators

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

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

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

Expectations

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

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

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



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.

Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

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?

Developmental Level: Enrichment

6

7

8

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.

Expectations

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

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.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

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.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question

How do individuals choose music to experience?

Developmental Level: Enrichment

6

7

8

Indicators

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

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

Expectations

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Through their use of elements and **structures** of music, creators and performers provide clues to their expressive intent.

Essential Question

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.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

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.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

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.



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question

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.

Expectations

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

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

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

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



Music Standards Grades 9-12
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Enduring Understanding

Essential Question

Creating

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

How do musicians generate creative ideas?

Excellence

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.

Expectations

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

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



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

How do musicians make creative decisions?

Excellence		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.



Anchor Standard 3

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?

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

I:9-12:1: Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.

I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.

I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.

Expectations

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

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

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



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.

Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.

Performers make interpretive decisions based on their understanding of context and expressive intent.

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?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

Indicators

I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities.

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

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

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

Expectations

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

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

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

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



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their performance?

	Excellence	Entrepreneurship
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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.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Musicians judge performances based on criteria that vary across time, place, and cultures.

Essential Question

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Excellence		Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

Indicators

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

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

Expectations

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

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

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



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question

How do individuals choose music to experience?

Excellence	Entrepreneurship
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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.

Expectations

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

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



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question

How do we discern the musical creators' and performers' expressive intent?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question

How do we judge the quality of musical work(s) and performance(s)?

	Excellence		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.

Expectations

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

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

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



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question

How do musicians make meaningful connections to creating, performing, and responding?

Excellence	Entrepreneurship
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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.



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Excellence	Entrepreneurship
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High School Proficient

High School Accomplished

High School Advanced

Indicators

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

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

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

Expectations

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

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

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

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



Glossary of Music Terminology

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 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.

Plan

Select and develop musical ideas for creating a musical work.

Purpose

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.

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.



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

State Standards



Theatre Standards Grades P-12

THEATRE												
Artistic Process						Anchor Standard 1						
Creating						Generate and conceptualize artistic ideas and work.						
Enduring Understanding						Essential Questions						
Theatre artists rely on intuition, curiosity, and critical inquiry.						What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?						
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience.				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: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.		
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.			I: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: Identify and employ ways that voice and body define a character in a guided 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.			I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.			I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.		
Expectations												
E: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.			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.				E:3-5:3: Work independently to create a basic character analyses.			E:6-8:3: Work independently to develop a character for an original theatrical work.			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.		

THEATRE

State Standards



Artistic Process							Anchor Standard 2					
Creating							Organize and develop artistic ideas and work.					
Enduring Understanding							Essential Question					
Theatre artists work to discover different ways of communicating							How, when, and why do theatre artists' choices change?					
Exposure		Exploration					Enrichment			Excellence		Entrepreneurship
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Explore and develop dialogue, sequential plot and defined characters in a guided drama/theatrical experience.				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: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: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:P-2:2: With prompting and support, assume and offer ideas for specific roles of a theatrical design team.				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.			I:6-8:2: Share leadership and execute responsibilities of a design team, and collaborate to incorporate various ideas in a theatrical work.			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.		
Expectations												
E:P-2:1: Work collaboratively with others to develop creative ideas concerning plot and characters in a guided drama/theatrical experience.				E:3-5:1: Work creatively and collaborate with others to analyze and advance original ideas.			E:6-8:1: Research and employ playwriting techniques and evaluate artistic choices in a devised/adapted theatrical production.			E:9-12:1: Utilize script analysis and playwriting techniques and evaluate personal artistic choices in a devised/adapted theatrical production.		
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:3-5:2: Research information about the world of the story and use it creatively to enhance the devised drama/theatrical experience.			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:9-12:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.		
E:P-2:3: Be flexible and think creatively while being part of a theatrical design team.				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:6-8:3: Manage a design project by sharing leadership and working effectively with others to think critically about design choices and solutions.			E:9-12:3: Use technical theatre knowledge and collaborate to explore how each element of technical theatre interacts to enhance storytelling and theme.		
E:P-2:4: Collaborate with others and work effectively in a diverse team to develop a guided 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:6-8:4: Be responsible to others and work effectively in a diverse team to enhance a devised/adapted theatrical production.			E:9-12:4: Be responsible with others and work effectively in a diverse team to enhance a devised/adapted theatrical production.		
E:P-2:5: With guidance and support use available technology to enhance artistic choices in a guided drama/theatrical experience.				E:3-5:5: Use available technology to enhance artistic choices in a devised drama/theatrical experience.			E:6-8:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.			E:9-12:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.		

THEATRE

State Standards



THEATRE												
Artistic Process						Anchor Standard 3						
Creating						Refine and complete artistic work						
Enduring Understanding						Essential Question						
Theatre artists refine their work and practice their craft through rehearsal						How do theatre artists transform and edit their original ideas?						
Exposure		Exploration				Enrichment			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:3-5:1: Explore and refine various artistic choices to enhance character, dialogue, and plot in a devised theatrical experience.			I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.			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:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.				I:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised theatrical experience.			I:6-8:2: Explore various staging ideas throughout the rehearsal process of 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: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.			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.			I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.		
Expectations												
E:P-2:1: Reason effectively and work creatively with others to make artistic decisions about plot and dialogue.				E:3-5:1: Reason effectively while comparing artistic choices in a devised drama/theatrical experience.			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.				E:3-5:2: Collaborate with others to reimagine staging choices in a timely manner.			E:6-8:2: Manage time and rehearse effectively and efficiently.			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.			E:6-8:3: Make decisions on technical artistic choices and implement innovated ideas to refine them.			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.				E:3-5:4: Use available technology to refine technical designs.			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.				E:3-5:5: Perform a devised/adapted theatrical experience for an informal audience.			E:6-8:5: Produce a devised/adapted theatrical production for an audience.			E:9-12:5: Produce a devised/adapted theatrical production for an audience.		

THEATRE

State Standards



Theatre													
Artistic Process						Anchor Standard 4							
Presenting						Analyze, interpret, and select artistic work for presentation.							
Enduring Understanding						Essential Question							
Theatre artists make strong choices to effectively convey meaning						Why are strong choices essential to interpreting a drama or theatre piece							
Exposure		Exploration		Enrichment		Excellence		Entrepreneurship					
Indicators													
PK	K	1	2	3	4	5	6	7	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.				I:3-5:1: Develop and apply various artistic choices to enhance dramatic moments in a theatre work.			I: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: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.				I:3-5:2: Expand on artistic physical and vocal choices to create a convincing character for a scripted performance.			I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.			I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.			
Expectations													
E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.				E:3-5:1: Reason effectively to understand what makes a play worth performing.			E:6-8:1: Apply provided criteria to make decisions on a script's selection for performance.			E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.			
E:P-2:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance.				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 production.			E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.			
E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.				E:3-5:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character in a scripted performance.			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.			

THEATRE

State Standards



Theatre												
Artistic Process						Anchor Standard 5						
Presenting						Develop and refine artistic work for presentation						
Enduring Understanding						Essential Question						
Theatre artists develop personal processes and skills for a performance or design						What can I do to fully prepare a performance or technical design?						
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	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:3-5:1: Integrate techniques of imagination, movement, and vocal exercises in a scripted theatrical experience.			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:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work.		
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.				I:3-5:2: Craft basic technical elements that enhance story and theme in 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.			I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.		
Expectations												
E:P-2:1: Use acting exercises to inspire creativity in a guided drama/theatre experience based on a known story.				E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical experience.			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.				E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.			E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.			E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work.		
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.			E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.			E:9-12:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.		
E:P-2:4: Participate in theatrically based warm-ups.				E:3-5:4: Participate in progressively more involved warm-ups.			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

State Standards



Theatre													
Artistic Process							Anchor Standard 6						
Presenting							Convey meaning through the presentation of artistic work.						
Enduring Understanding							Essential Question						
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.							What happens when theatre artists and audience share a creative experience?						
Exposure		Exploration			Enrichment			Excellence		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 informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.			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.			
Expectations													
E:P-2:1: Collaborate with others on a guided theatrical work.				E:3-5:1: Collaborate with others on a guided theatrical work.			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 a play for an informal audience.			E:6-8:2: Produce a play for an audience.			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 with the audience in an informal reflection activity.			E:6-8:3: Interact with the audience in a formal reflection activity.			E:9-12:3: Interact with the audience in a formal reflection activity.			
				E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.			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

State Standards



Theatre												
Artistic Process						Anchor Standard 7						
Responding						Perceive and analyze artistic work.						
Enduring Understanding						Essential Question						
Theatre artists reflect to understand the impact of drama processes and theatre experiences						How do theatre artists comprehend the essence of drama processes and theatre experiences?						
Exposure		Exploration		Enrichment		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, identify artistic choices and personal aesthetic reactions to a theatrical experience.				I:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.			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.		
Expectation												
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.		

THEATRE

State Standards



THEATRE												
Artistic Process						Anchor Standard 8						
Responding						Interpret intent and meaning in artistic work						
Enduring Understanding						Essential Question						
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.						How can the same work of art communicate different messages to different people?						
Exposure		Exploration				Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Make personal connections to the feelings, reactions, and dramatic circumstances of a character.				I:3-5:1: Identify and communicate personal reactions to various types and styles of theatrical experiences.			I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices.			I:9-12:1: Develop and justify personal aesthetics and artistic point of view.		
I:P-2:2: With prompting and support, analyze how character is defined through physical characteristics, dialogue, and prop/costume design choices.				I:3-5:2: Identify how setting, character, and plot define artistic intent.			I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.			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:P-2:3: Identify and respond to various characters in a drama/theatrical experience.				I:3-5:3: Explore various personal choices in creating a character for a theatrical experience.			I:6-8:3: Identify personal aesthetics through participation in a theatrical work.			I:9-12:3: Synthesize various personal aesthetics and artistic point of view to critique, refine, and produce a theatrical work.		
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:3-5:1: Effectively reason and interact with others to compare personal feelings about character and plot in various theatrical experiences.			E:6-8:1: Communicate clearly with others how personal artistic choices are informed by personal aesthetics.			E:9-12:1: Work independently to reason and create an effective relationship between personal aesthetics and artistic choices for a theatrical work.		
E:P-2:2: Collaborate with others to create an understanding of characters within a given drama/theatrical experience.				E:3-5:2: Reason effectively to explore the relationship between an artist's intent and artistic choices.			E:6-8:2: Research information on various artists' lives and personal aesthetics and communicate effectively how they informed their artistic choices.			E:9-12:2: Reason effectively to identify and critique the artists' choices and aesthetics within a theatrical work.		
E:P-2:3: Work collaboratively and use personal aesthetics to respond to various drama/theatrical experiences.				E:3-5:3: Work independently to create a character for a scene.			E:6-8:3: While working in a diverse group, effectively communicate and integrate various personal aesthetics to enhance 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:P-2:4: Engage appropriately as an audience participant in formal/informal settings				E:3-5:4: Engage appropriately as an audience participant in formal/informal settings.			E:6-8:4: Engage appropriately as an audience participant in formal/informal settings.			E:9-12:4: Engage appropriately as an audience participant in formal/informal settings.		

THEATRE

State Standards



THEATRE												
<i>Artistic Process</i>						<i>Anchor Standard 9</i>						
Responding						Apply criteria to evaluate artistic work.						
<i>Enduring Understanding</i>						<i>Essential Question</i>						
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.						How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?						
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
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.		
<i>Expectations</i>												
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

State Standards



THEATRE												
Artistic Process						Anchor Standard 10						
Connecting						Synthesize and relate knowledge and personal experiences to make art						
Enduring Understanding						Essential Question						
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work						What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?						
Exposure		Exploration				Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	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: Explore how theatre can connect oneself to a community or culture.			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.		
Expectations												
E:P-2:1: Create a devised theatrical experience based on the idea of community and the individual.				E:3-5:1: Present a devised theatrical issue-based work to a formal or informal audience.			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: Interact with the audience in a formal or informal response activity.			E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.			E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.		
							E:6-8:3: Lead others and interact with the audience in a formal or informal response activity.			E:9-12:3: Lead and interact with the audience in a formal or informal response activity.		
							E:6-8:4: Create a self-reflective review.			E:9-12:4: Create a self-reflective review.		

THEATRE

State Standards



THEATRE												
Artistic Process					Anchor Standard 11							
Connecting					Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding							
Enduring Understanding					Essential Question							
Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.					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 Proficient	HS Accomplished	HS Advanced
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

State Standards



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

2

Developmental Level: Exposure

Indicators

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

Expectations

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

THEATRE

State Standards



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Theatre artists work to discover different ways of communicating

Essential Question

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

PK

K

1

2

Developmental Level: Exposure

Indicators

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

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

Expectations

E:P-2:1: Work collaboratively with others to develop creative ideas concerning plot and characters in a guided drama/theatrical experience.

E:P-2:2: Use developed information about the world of the play/story to enhance artistic choices in the guided devised drama/theatrical experience.

E:P-2:3: Be flexible and think creatively while being part of a theatrical design team.

E:P-2:4: Collaborate with others and work effectively in a diverse team to develop a guided drama/theatrical experience.

E:P-2:5: With guidance and support use available technology to enhance artistic choices in a guided drama/theatrical experience.

THEATRE

State Standards



Anchor Standard 3

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.

THEATRE

State Standards



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Theatre artists make strong choices to effectively convey meaning

Essential Question

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

PK

K

1

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.

Expectations

E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.

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

E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.

THEATRE

State Standards



Anchor Standard 5

Develop and refine artistic work for presentation

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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

PK

K

1

2

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.

THEATRE

State Standards



Anchor Standard 6

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?

PK

K

1

2

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.

THEATRE

State Standards



Anchor Standard 7

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?

PK

K

1

2

Developmental Level: Exposure

Indicators

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

Expectations

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

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

THEATRE

State Standards



Anchor Standard 8

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?

PK

K

1

2

Developmental Level: Exposure

Indicators

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

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

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

Expectations

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

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

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

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

THEATRE

State Standards



Anchor Standard 9

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?

PK

K

1

2

Developmental Level: Exposure

Indicators

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

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

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

Expectations

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

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

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

THEATRE

State Standards



Anchor Standard 10

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?

PK

K

1

2

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.

THEATRE

State Standards



Anchor Standard 11

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.

PK

K

1

2

Developmental Level: Exposure

Indicators

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

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

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

Expectations

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

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

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

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

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

THEATRE

State Standards 

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

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.

I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.

I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.

Expectations

E:3-5:1: Synthesize ideas and collaborate with others to create interesting plot and characters for an original guided drama/theatrical experience.

E:3-5:2: Work creatively and collaborate with others to create and conceptualize settings, costumes, and properties for a guided drama/theatrical experience.

E:3-5:3: Work independently to create a basic character analyses.

E:3-5:4: Think creatively and be flexible in rehearsing, and producing an original drama/theatrical experience.

THEATRE

State Standards



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Theatre artists work to discover different ways of communicating

Essential Question

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

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Through collective inquiry, advance original ideas of plot in a drama/theatrical work using a character's given circumstances, objective, and inner thoughts.

I:3-5:2: With prompting and support, assume defined responsibilities of a theatrical team and create a design for a devised drama/theatrical experience.

Expectations

E:3-5:1: Work creatively and collaborate with others to analyze and advance original ideas.

E:3-5:2: Research information about the world of the story and use it creatively to enhance the devised drama/theatrical experience.

E:3-5:3: Work effectively with a diverse team being flexible with others in order to incorporate various artistic ideas in a devised drama/theatrical experience.

E:3-5:4: Collaborate with others and work effectively in a diverse team to enhance a devised drama/theatrical experience.

E:3-5:5: Use available technology to enhance artistic choices in a devised drama/theatrical experience.

THEATRE

State Standards



Anchor Standard 3

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?

3

4

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.

THEATRE

State Standards



Anchor Standard 4

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

3

4

5

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.

THEATRE

State Standards



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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

3

4

5

Developmental Level: Exploration

Indicators

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

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

Expectations

E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical experience.

E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.

E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work.

E:3-5:4: Participate in progressively more involved warm-ups.

THEATRE

State Standards

Anchor Standard 6

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?

3

4

5

Developmental Level: Exploration

Indicators

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

Expectations

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

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

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

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

THEATRE

State Standards



Anchor Standard 7

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.

THEATRE

State Standards



Anchor Standard 8

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?

3

4

5

Developmental Level: Exploration

Indicators

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

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

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

Expectations

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.

THEATRE

State Standards



Anchor Standard 9

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.

THEATRE

State Standards



Anchor Standard 10

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?

3

4

5

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.

THEATRE

State Standards



Anchor Standard 11

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.

3

4

5

Developmental Level: Exploration

Indicators

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

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

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

Expectations

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

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

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

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

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

THEATRE

State Standards 

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?

6

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.

Expectations

E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.

E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.

E:6-8:3: Work independently to develop a character for an original theatrical work.

E:6-8:4: Think creatively and be flexible in rehearsing and producing an original theatrical work.

THEATRE

State Standards



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

6

Enduring Understanding

Theatre artists work to discover different ways of communicating

7

Essential Question

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

8

Developmental Level: Enrichment

Indicators

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

Expectations

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

THEATRE

State Standards



Anchor Standard 3

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?

6

7

8

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.

THEATRE

State Standards



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Theatre artists make strong choices to effectively convey meaning

Essential Question

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

6

7

8

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.

THEATRE

State Standards



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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

6

7

8

Developmental Level: Enrichment

Indicators

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

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

Expectations

E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.

E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.

E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.

E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.

THEATRE

State Standards



Anchor Standard 6

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

8

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.

THEATRE

State Standards



Anchor Standard 7

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?

6

7

8

Developmental Level: Enrichment

Indicators

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

Expectations

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

THEATRE

State Standards



Anchor Standard 8

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

8

Developmental Level: Enrichment

Indicators

- I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices.
- I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.
- I:6-8:3: Identify personal aesthetics through participation in a theatrical work.

Expectations

- 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.

THEATRE

State Standards



Anchor Standard 9

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?

6

7

8

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.

THEATRE

State Standards



Anchor Standard 10

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?

6

7

8

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.

THEATRE

State Standards



Anchor Standard 11

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.

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.

I:6-8:2: Use historical source material to craft a theatrical work.

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

Expectations

E:6-8:1: Research and evaluate various productions based on the same story and/or theme.

E:6-8:2: Use discipline-specific literacy to clearly communicate personal aesthetics.

E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.

E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.

THEATRE

State Standards



Theatre Standards Grades 9-12

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

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

Essential Questions

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

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

I:9-12:1: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.

I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.

I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.

Expectations

E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.

E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.

E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions, and personal experiences to develop a theatrical work.

E:9-12:4: Think creatively and be flexible in rehearsing, designing, and producing an original theatrical work.

THEATRE

State Standards



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Theatre artists work to discover different ways of communicating

Essential Question

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

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.

Expectations

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.

THEATRE

State Standards



Anchor Standard 3

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?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions, and production analyses to refine a devised/adapted theatrical work for performance.

I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for performance.

I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.

Expectations

E:9-12:1: Utilize information on theatrical traditions and conventions and evaluate artistic choices in a theatrical production.

E:9-12:2: Manage time to accomplish artistic goals effectively and efficiently in a theatrical production.

E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production.

E:9-12:4: Use available technology to refine and create technical designs.

E:9-12:5: Produce a devised/adapted theatrical production for an audience.

THEATRE

State Standards



Anchor Standard 4

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

Excellence

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.

THEATRE

State Standards



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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

Essential Question

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

Excellence

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.

THEATRE

State Standards



Anchor Standard 6

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?

Excellence		Entrepreneurship
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High School Proficient	High School Accomplished	High School Advanced
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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.

THEATRE

State Standards



Anchor Standard 7

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

Indicators

I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.

Expectations

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.

THEATRE

State Standards



Anchor Standard 8

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?

Excellence

Entrepreneurship

High School Proficient

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.

Expectations

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.

THEATRE

State Standards



Anchor Standard 9

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?

Excellence

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.

THEATRE

State Standards



Anchor Standard 10

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

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.

Expectations

E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.

E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.

E:9-12:3: Lead and interact with the audience in a formal or informal response activity.

E:9-12:4: Create a self-reflective review.

THEATRE

State Standards



Anchor Standard 11

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.

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

I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.

I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical, and cultural understanding of story, theme, and theatrical conventions.

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

Expectations

E:9-12:1: Work independently to synthesize personal, cultural, and historical views into compelling artistic choices.

E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.

E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.

E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.



Glossary of Theatre Terminology

Available Technology

Computers and other personal devices, lighting systems, sound systems, set construction tools, and costume construction tools that are present in each school.

Drama Experience

Creative drama not for audience.

Theatrical Experience

Devised, adapted, or scripted presentation for an audience of peers.

Theatrical Production

Theatrical production involving technical aspects and a formal audience.

Theatrical Work

Theatrical presentation produced at the workshop level with an audience of peers or a formal audience.

Think Creatively

Student-based ideas formed independently or presented in a brainstorming activity, new student-created ideas and concepts that expand given ideas and artistic choices and/or student-developed, unique solutions to artistic challenges.



Visual Art Standards Grades P-12

VISUAL ART												
Artistic Process Creating						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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Think creatively about self, others, places, and events.			I:3-5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.			I:6-8:1: Access, evaluate, use and manage information throughout the context of art history and design.			I:9-12:1: Act on creative ideas within the context of a given or chosen art problem.			
I:P-2:2: Experiment with design elements/principles such as; colors, line, and shapes.						I:6-8:2: Create collaborative meaningful compositions.			I:9-12:2: Utilize media at hand to experiment with process and skills exploring a broad range of ideas.			
I:P-2:3: 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:3-5:1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for art-making.			E:6-8:1: Synthesize concepts to formulate ideas and criteria to guide the artistic process.			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: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: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.			E:6-8:2: Determine the stages of the creative process in traditional or new media.			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.			
						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.						



VISUAL ART

State Standards

VISUAL ART												
<i>Artistic Process</i> Creating					<i>Anchor Standard 2</i> Organize and develop artistic ideas and work.							
<i>Enduring Understanding</i> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. 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 empower their lives.					<i>Essential Question</i> How do artists work? How do artists and designers learn from trial and error in a safe and healthy environment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?							
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Develop and experiment in the creation and design of artworks.			I:3-5:1: Develop and experiment in the creation and design of artworks.			I:6-8:1: Evaluate objects, places and design to influence artistic utilization when creating.			I:9-12:1: Implement innovations with objects, places and freedom to design, develop and create artworks.			
I:P-2:2: Act on creative ideas by what you see, feel, know.			I:3-5:2: Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.			I:6-8:2: Demonstrate how media, processes and techniques communicate clearly ideas and personal meaning			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.			
<i>Expectations</i>												
E:P-2:1: Experiment with various materials and tools to explore personal interests in a work of art or design.			E:3-5:1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship.			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: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:P-2:2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.			E:3-5:2: Identify, describe and visually represent places and/or objects that are personally meaningful.			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: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:P-2:3: Repurpose objects in an innovative way to create art that represents ideas from imagination, memories, or the environment.			E:3-5:3: Manage projects through the use of sketchbook/journals.			E:6-8:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea.			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.			



VISUAL ART

State Standards

VISUAL ART												
<i>Artistic Process</i> Creating						<i>Anchor Standard 3</i> Refine and complete artistic work.						
<i>Enduring Understanding</i> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.						<i>Essential Question</i> What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.			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.			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.			I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style, and purpose.			
			I:3-5:2: Use a variety of strategies to modify and refine artworks in process.						I:9-12:2: Persistently collaborate to revise and refine work through self-critique and reflection.			
<i>Expectations</i>												
E:P-2:1: Use art vocabulary to share your personal work describing and summarizing process and artistic choices.			E:3-5:1: Independently, collaboratively and persistently critique and refine artwork in search of progress for emerging meaning.			E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning.			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.			
			E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.			E:6-8:2: Reflect and summarize important information about personal artwork in an artist statement or another format.						



VISUAL ART

State Standards

VISUAL ART												
Artistic Process Presenting						Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.						
Enduring Understanding Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.						Essential Question 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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Make judgments and decisions to justify which works of art will be selected for presentation.			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.			I:6-8:1: Access, evaluate and manage information to identify and compare reasons why people create and utilize art.			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:6-8:2: Study the common themes, culture, and content of artworks.			I:9-12:2: Reflect on the values and beliefs of the society in which they were created.			
						I:6-8:3: Analyze media/technology that is used by curators to care for artworks and presentation.			I:9-12:3: Act on creative ideas from different times and places.			
									I:9-12:4: Work effectively with diverse teams to curate and independently present a body of work (portfolio) that explores a contemporary, cultural, and/ or social issue.			
Expectations												
E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art.			E:3-5:1: Investigate and discuss possibilities and limitations of spaces – physical and digital – for exhibiting art.			E:6-8:1: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.			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:P-2:2: Categorize artwork for an exhibit based on a theme or concept.			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.			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.			E:9-12:2: Student responsibility for the demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit, event, or portfolio.			



VISUAL ART

State Standards

VISUAL ART												
Artistic Process Presenting						Anchor Standard 5 Develop and refine artistic work for presentation.						
Enduring Understanding 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.						Essential Question 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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.			I:3-5:1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation.			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.			I:9-12:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.			
			I:3-5:2: 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:P-2:1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.			E:3-5:1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.			E:6-8:1: Collaboratively prepare and present theme-based artwork that creates a narrative for the viewer.			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.			



VISUAL ART

State Standards

VISUAL ART												
<i>Artistic Process</i> Presenting					<i>Anchor Standard 6</i> Convey meaning through the presentation of artistic work.							
<i>Enduring Understanding</i> 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.					<i>Essential Question</i> 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?							
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.				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.			I:6-8:1: Analyze media to compare processes used to interpret and express ideas in the visual arts and other disciplines.			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.		
<i>Expectations</i>												
E:P-2:1: Explain what a museum does to shape ideas, beliefs, and experiences.				E:3-5:1: Explain how and where different cultures record stories and history of life through art.			E:6-8:1: Justify how museums and other venues reflect the history, values, and beliefs of a community.			E:9-12:1: Describe the impact an exhibit or collection has on personal, awareness of social, cultural, or political beliefs and understandings.		
E:P-2:2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.				E:3-5:2: Compare and contrast how art museums and other venues present ideas and provide information.			E:6-8:2: Examine why and how an exhibition or collection can be interpreted differently in varying venues.			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.		



VISUAL ART

State Standards

VISUAL ART												
Artistic Process Responding						Anchor Standard 7 Perceive and analyze artistic work.						
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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Think creatively to identify and describe observed form.			I:3-5:1: Analyze similarities and differences between the elements of art in observed form.			I:6-8:1: Be self-directed learners to identify, describe, interpret and produce visual representations of the physical qualities of observed form.			I:9-12:1: Analyze media used in reflecting on the on the completed work.			
I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.			I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.			I:6-8:2: Reason effectively to Interpret and communicate the meaning of the impact of visual art.			I:9-12:2: Evaluate the choice and use of media, skills, and knowledge in solving the art problem.			
I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.			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.			I:6-8:3: Reason effectively to analyze the application of art and principles of design in artistic exemplars and personal artworks.			I:9-12:3: Communicate clearly appropriate art vocabulary to describe, analyze and interpret qualities of visual form evidenced in works of art globally.			
									I:9-12:4: Implement innovative responses describing and analyzing the role of design and images in the world.			
Expectations												
E:P-2:1: Identify and describe art in the environment.			E:3-5:1: Analyze components in visual imagery that convey messages and compare personal interpretations.			E:6-8:1: Explain how a person's artistic choices are influenced by culture, values, and the environment.			E:9-12:1: Hypothesize ways visual imagery influences perceptions or affects human experience.			
E:P-2:2: Compare and/or contrast characteristics of the natural world and constructed environments.						E:6-8:2: Describe ways an image can influence an audience.			E:9-12:2: Use historical and contemporary references to determine if an image effectively influences or represents a culture, time, or audience.			



VISUAL ART

State Standards

VISUAL ART												
<i>Artistic Process</i> Responding						<i>Anchor Standard 8</i> Interpret intent and meaning in artistic work.						
<i>Enduring Understanding</i> People gain insights into meanings or artworks by engaging in the process of art criticism.						<i>Essential Question</i> 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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.			I:3-5:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.			I:6-8:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.			I:9-12:1: Make judgments and decisions exploring different criteria and multiple models for judging diverse works of art.			
			I:3-5:2: Experiment with the elements of art and principles of design.			I:6-8:2: Describe and apply criteria to evaluate self – generated works of art and others.			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.			
						I:6-8:3: Construct and implement varied sets of criteria for making effective aesthetic judgments.						
<i>Expectations</i>												
E:P-2:1: Identify subject matter and describe the formal characteristics of art.			E:3-5:1: Construct meaning by describing the feelings experienced, the subject matter, the formal characteristics, and the art-making approach.			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: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:P-2:2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.			E:3-5:2: Interpret art through contextual information.			E:6-8:2: Demonstrate knowledge of content-specific literacy through art criticism.			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.			



VISUAL ART

State Standards

VISUAL ART												
Artistic Process Responding							Anchor Standard 9 Apply criteria to evaluate artistic work.					
Enduring Understanding People evaluate art based on various criteria.							Essential Question 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?					
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
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.				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.			I:6-8:1: Make judgments and decisions to respond to a work of art based on various criteria.			I:9-12:1: Analyze and evaluate artwork based on select 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.			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:P-2:1: Use vocabulary to explain preferences about artwork and classify art based on criteria.				E:3-5:1: Evaluate and apply a set of criteria to evaluate more than one work of art.			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:P-2:2: Evaluate works demonstrating content-specific literacy.				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:6-8:2: Create a convincing and logical argument to support an evaluation of art using a set of established criteria.			E:9-12:2: Construct evaluations for a work of art or collection of art based on different sets of criteria.		
E:P-2:3: Engage appropriately as audience participants in formal and informal settings.				E:3-5:3: Engage appropriately as audience participants in formal and informal settings.			E:6-8:3: Engage appropriately as audience participants in formal and informal settings.			E:9-12:3: Engage appropriately as audience participants in formal and informal settings.		



VISUAL ART

State Standards

VISUAL ART												
Artistic Process Connecting						Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.						
Enduring Understanding Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.						Essential Question How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Work creatively with others to connect personal experiences and develop meaningful compositions.			I:3-5:1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine			I:6-8:1: Work creatively with others to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine.			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:P-2:1: Create art that tells a story about life experiences.			E:3-5:1: Observe and interpret cultural traditions and surroundings in new ways by creating art.			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:9-12:1: Synthesize knowledge of social, cultural, historical, and personal life to create meaningful works of art or design.			
E:P-2:2: Identify and communicate reasons to create art outside of school.			E:3-5:2: Identify and communicate reasons to create art outside of school.			E:6-8:2: Identify and communicate reasons to create art outside of school.			E:9-12:2: Identify and communicate reasons to create art outside of school.			



VISUAL ART

State Standards

VISUAL ART												
<i>Artistic Process</i> Connecting						<i>Anchor Standard 11</i> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.						
<i>Enduring Understanding</i> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.						<i>Essential Question</i> 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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.				I:3-5:1: Reason effectively to understand the role of art as an essential aspect of history, society, culture and human experience.			I:6-8:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places and events.			I:9-12:1: Access, evaluate, use and manage information from a variety of sources and connects art history with personal visions or contemporary issues.		
										I:9-12:2: Determine factors that influenced and inspired artists.		
<i>Expectations</i>												
E:P-2:1: Compare and contrast cultural purposes for creating by examining art from different times and places.				E:3-5:1: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.			E:6-8:1: Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources and cultural uses.			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.		



Visual Art Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

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.

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: Exposure

PK

K

1

2

Indicators

I:P-2:1: Think creatively about self, others, places, and events. Experiment with design elements/principles such as; colors, line, and shapes. Make use of ideas to communicate about self, others, places, and events.

Expectations

E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.

E:P-2:2: Collaboratively brainstorm multiple approaches to an art or design problem in order to explore personal interests, questions, and curiosities.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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 empower their lives.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

What responsibilities come with the freedom to create?

How do objects, places, and design shape lives and communities?

How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Develop and experiment in the creation and design of artworks. Act on creative ideas by what you see, feel, know.

Expectations

E:P-2:1: Experiment with various materials and tools to explore personal interests in a work of art or design.

E:P-2:2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

E:P-2:3: Repurpose objects in an innovative way to create art that represents ideas from imagination, memories, or the environment.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.

Essential Question

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.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Question

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.

Expectations

E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art.

E:P-2:2: Categorize artwork for an exhibit based on a theme or concept.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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.

Essential Question

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: Exposure

PK

K

1

2

Indicators

I:P-2:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.

Expectations

E:P-2:1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question

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: Exposure

PK

K

1

2

Indicators

I:P-2:1 Through 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.



VISUAL ART

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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: Exposure

PK

K

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.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or artworks by engaging in the process of art criticism.

Essential Question

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?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.

Expectations

E:P-2:1: Identify subject matter and describe the formal characteristics of art.

E:P-2:2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

People evaluate art based on various criteria.

Essential Question

How does one determine criteria to evaluate a work of art? How and why might criteria vary?

How is a personal preference different from an evaluation?

Developmental Level: Exposure

PK

K

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.



VISUAL ART

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings?

How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Developmental Level: Exposure

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.



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society?

How does art preserve aspects of life?

Developmental Level: Exposure

PK

K

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.

Expectations

E:3-5:1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for art-making.

E:3-5:2: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.



VISUAL ART

State Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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 empower their lives.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

What responsibilities come with the freedom to create?

How do objects, places, and design shape lives and communities?

How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Develop and experiment in the creation and design of artworks. Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.

Expectations

E:3-5:1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship.

E:3-5:2: Identify, describe and visually represent places and/or objects that are personally meaningful.

E:3-5:3: Manage projects through the use of sketchbook/journals.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.

Essential Question

What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms?

How does collaboratively reflecting on a work help us experience it more completely?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Think creatively to investigate a variety of ways that artists and designers develop ideas on revising, reflecting, and refining and developing work. Use a variety of strategies to modify and refine artworks in process.

Expectations

E:3-5:1: Independently, collaboratively and persistently critique and refine artwork in search of progress for emerging meaning.

E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Question

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.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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.

Essential Question

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?

What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation. Adapt to change when analyzing artwork based on criteria for presentation or preservation.

Expectations

E:3-5:1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question

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

I:3-5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.

Expectations

E:3-5:1: Explain how and where different cultures record stories and history of life through art.

E:3-5:2: Compare and contrast how art museums and other venues present ideas and provide information.



VISUAL ART

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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

3

4

5

Indicators

I:3-5:1: Analyze similarities and differences between the elements of art in observed form.

I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.

I:3-5:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world.

Expectations

E:3-5:1: Analyze components in visual imagery that convey messages and compare personal interpretations.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or artworks by engaging in the process of art criticism.

Essential Question

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?

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.



VISUAL ART

State Standards

Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

People evaluate art based on various criteria.

Essential Question

How does one determine criteria to evaluate a work of art? How and why might criteria vary?

How is a personal preference different from an evaluation?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Work creatively, independently and with others to make judgments and decisions to evaluate a work of art based on various criteria demonstrating knowledge of content-specific literacy.

Expectations

E:3-5:1: Evaluate and apply a set of criteria to evaluate more than one work of art.

E:3-5:2: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.

E:3-5:3 Engage appropriately as audience participants in formal and informal settings.



VISUAL ART

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question

How does engaging in creating art enrich people's lives?

How does making art attune people to their surroundings?

How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Developmental 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.



VISUAL ART

State Standards

Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question

How does art help us understand the lives of people of different times, places, and cultures?

How is art used to impact the views of a society?

How does art preserve aspects of life?

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.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
Creating	<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.</p>	<p>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?</p> <p>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?</p>
Developmental Level: Enrichment		
6	7	8
Indicators		
<p>I:6-8:1: Access, evaluate, use, and manage information throughout the context of art history and design. Create collaborative meaningful compositions.</p>		
Expectations		
<p>E:6-8:1: Synthesize concepts to formulate ideas and criteria to guide the artistic process.</p> <p>E:6-8:2: Determine the stages of the creative process in traditional or new media.</p> <p>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.</p>		



VISUAL ART

State Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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 empower their lives.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

What responsibilities come with the freedom to create?

How do objects, places, and design shape lives and communities?

How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Evaluate objects, places and design to influence artistic utilization when creating.

I:6-8:2: Demonstrate how media, processes, and techniques communicate clearly ideas and personal meaning.

Expectations

E:6-8:1: Demonstrate persistence and intellectual risk taking through experimentation and innovation in order to develop a variety of skills and approaches to creating art.

E:6-8:2: Explain the environmental, social, and ethical implications of using various tools, materials, equipment, and images to create works of art and design.

E:6-8:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.

Essential Question

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.

Expectations

E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning.

E:6-8:2: Reflect and summarize important information about personal artwork in an artist statement or another format.



VISUAL ART

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Question

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

6

7

8

Indicators

I:6-8:1: Access, evaluate, and manage information to identify and compare reasons why people create and utilize art.

I:6-8:2: Study the common themes, culture, and content of artworks.

I:6-8:3: Analyze media/technology that is used by curators to care for artworks and presentation.

Expectations

E:6-8:1: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

E:6-8:2: Define the roles and responsibilities of a curator by explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and art.



VISUAL ART

State Standards

Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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.

Essential Question

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.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question

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

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.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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: Enrichment

6

7

8

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.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or artworks by engaging in the process of art criticism.

Essential Question

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?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8::1: Analyze media, develop, and apply criteria to personally created works as well as the artwork of others.

I:6-8::2: Describe and apply criteria to evaluate self-generated works of art and others.

I:6-8::3: Construct and implement varied sets of criteria for making effective aesthetic judgments.

Expectations

E:6-8:1: Collaboratively interpret and construct meaning by describing the feelings experienced, subject matter, formal characteristics, and art-making approaches, key concepts, and contextual information.

E:6-8:2: Demonstrate knowledge of content-specific literacy through art criticism.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

People evaluate art based on various criteria.

Essential Question

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.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question

How does engaging in creating art enrich people’s lives?

How does making art attune people to their surroundings?

How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Work creatively with others to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine.

Expectations

E:6-8:1: Create a visual documentation – individually or collaboratively – of people making art as a community to reinforce positive aspects of group identity.

E:6-8:2: Identify and communicate reasons to create art outside of school.



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question

How does art help us understand the lives of people of different times, places, and cultures?

How is art used to impact the views of a society?

How does art preserve aspects of life?

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

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.

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?

Excellence

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.



VISUAL ART

State Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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 empower their lives.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

What responsibilities come with the freedom to create?

How do objects, places, and design shape lives and communities?

How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Implement innovations with objects, places and freedom to design, develop, and create artworks.

I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.

I:9-12:3: Identify specific elements of art and principles of design to a global level of perspective.

Expectations

E:9-12:1: Explain the importance of balancing freedom and responsibility in the use of various tools, materials, equipment, and images in the creation and circulation of art.

E:9-12:2: Create works of art or design that demonstrates how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

E:9-12:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea. Manage projects within sketchbook/journal.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.

Essential Question

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?

Excellence	Entrepreneurship
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High School Proficient	High School Accomplished	High School Advanced
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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.



VISUAL ART

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Question

How are artworks cared for and by whom?

What criteria, methods, and processes are used to select work for preservation and presentation?

Why do people value objects, artifacts, and artworks, and select them for presentation?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places.

I:9-12:2: Reflect on the values and beliefs of the society in which they were created.

I:9-12:3: Act on creative ideas from different times and places. Work effectively with diverse teams to curate and independently present a body of work (portfolio) that explores a contemporary, cultural, and/ or social issue.

Expectations

E:9-12:1: Analyze, evaluate, select and justify choices to present a body of artwork that explores curating artwork for a collection, exhibit, event, or portfolio.

E:9-12:2: Student responsibility for the demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit, event, or portfolio.



VISUAL ART

State Standards

Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

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.

Essential Question

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

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question

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?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

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.



VISUAL ART

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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?

Excellence

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.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or artworks by engaging in the process of art criticism.

Essential Question

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?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

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.



VISUAL ART

State Standards

Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

People evaluate art based on various criteria.

Essential Question

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?

Excellence

High School Proficient

Entrepreneurship

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.



VISUAL ART

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question

How does engaging in creating art enrich people's lives?

How does making art attune people to their surroundings?

How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Excellence

High School Proficient

Entrepreneurship

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.



Anchor Standard 11

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

Artistic Process

Connecting

Enduring Understanding

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question

How does art help us understand the lives of people of different times, places, and cultures?

How is art used to impact the views of a society?

How does art preserve aspects of life?

Excellence		Entrepreneurship
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High School Proficient	High School Accomplished	High School Advanced
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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.

Play

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.

Materials

Substances out of which art is made or composed, ranging from the traditional to “non-art” material and virtual, cybernetic, and simulated materials.



Meaning

The formulation of significance and purposefulness in media artworks.

Musical Idea

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

Musical Contrasts

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

Perform

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

Personal Meaning

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

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.

Purpose

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

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>

National Core Art Standards Glossary-Music:

<http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%20for%20Music%20Standards%20-%20new%20copyright%20info.pdf>



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>

OnMusic Dictionary:

<http://dictionary.onmusic.org>