

ARTS EDUCATION

(includes Dance, Music, Theatre, and Visual Arts)

CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS

1. Performing

Content Standard 1: All students will apply skills and knowledge to perform in the arts.

Dance

Elementary	Middle School	High School
1. Accurately demonstrate basic locomotor skills through straight and curved pathways including several directions.	1. Demonstrate the following movement skills: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.	1. Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements.
2. Accurately demonstrate nonlocomotor/axial movement (such as bend, twist, stretch, swing).	2. Accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions.	2. Identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions.
3. Demonstrate shapes at low, middle, and high levels.	3. Accurately transfer a spatial pattern from the visual to the kinesthetic.	3. Demonstrate rhythmic acuity.
4. Demonstrate the ability to define and maintain personal space.	4. Accurately transfer a rhythmic pattern from the aural to the kinesthetic.	4. Demonstrate projection while performing dance skills.
5. Demonstrate moving to a musical beat and responding to changes in tempo.	5. Identify and clearly demonstrate a range of dynamics/movement qualities.	5. Demonstrate the ability to remember extended movement sequences.
6. Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.	6. Demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills.	
7. Demonstrate the ability to work effectively alone and with a partner.	7. Demonstrate accurate memorization and reproduction of movement sequences.	
8. Demonstrate the following partner skills: leading, following, and mirroring.	8. Clearly demonstrate the principles of contrast and transition.	
	9. Effectively demonstrate the processes of reordering and chance.	
	10. Successfully demonstrate the structures or forms for AB, ABA, canon, call and response, and narrative.	

1. Performing Con't.

Content Standard 1: All students will apply skills and knowledge to perform in the arts.

Dance, con't.

11. Demonstrate the ability to work cooperatively in a small group during the choreographic process.
 12. Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight.
 13. Effectively demonstrate the difference between pantomiming and abstracting a gesture.
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Music

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| 1. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo. | 1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory. | 1. Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some songs performed from memory. |
| 2. Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures. | 2. Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed. | |
| 3. Sing expressively, with appropriate dynamics, phrasing, and interpretations. | 3. Sing accurately with good breath control throughout singing ranges. | |
| 4. Sing ostinatos, partner songs, and rounds. | 4. Sing music written in two and three parts. | 2. Sing music written in four parts, with and without accompaniment. |
| 5. Sing and play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor. | 5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large ensembles. | 3. Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills. |
| 6. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments. | 6. Use electronic instruments in a variety of ways as a performance medium. | 4. Perform artistically on electronic instruments. |
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1. Performing Con't.

Content Standard 1: All students will apply skills and knowledge to perform in the arts.

Music, con't.

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| 7. Echo short rhythms and melodic patterns. | 7. Play simple melodies and harmonic accompaniments by ear. | |
| 8. Perform independent instrumental parts while other students sing or play contrasting parts. | | |
| 9. Read whole, half, dotted half, quarter, and eighth notes and rests in double and triple meter. | 8. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters. | 5. Read an instrumental or vocal score of at least four staves. |
| 10. Use a system to read simple pitch notation in the treble clef in major keys. | 9. Sight read simple melodies in treble and bass clefs. | 6. Sight read, accurately and expressively, music with a moderate level of difficulty. |
| 11. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. | | |
| 12. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. | 10. Use standard notation to record personal musical ideas and the musical ideas of others. | |
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Theatre

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| 1. Use variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone for different characters. | 1. Demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices. | 1. Use the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup). |
| 2. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history. | 2. In an ensemble, interact as the invented characters in improvised and scripted scenes. | 2. Communicate directorial choices to a small ensemble for improvised or scripted scenes. |
| | 3. Lead small groups in planning rehearsals for improvised and scripted scenes. | |
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1. Performing Con't.

Content Standard 1: All students will apply skills and knowledge to perform in the arts.

Visual Arts

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| 1. Use materials, techniques, media technology, and processes to communicate ideas and experiences. | 1. Select materials, techniques, media technology, and processes to achieve desired effects. | 1. Apply materials, techniques, media technology, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks. |
| 2. Use art materials and tools safely and responsibly. | 2. Use art materials and tools safely and responsibly to communicate experiences and ideas. | 2. Intentionally use art material and tools effectively to communicate ideas. |
| 3. Use visual characteristics and organizational principles of art to communicate ideas. | 3. Select and use the visual characteristics and organizational principles of art to communicate ideas. | 3. Apply organizational principles and functions to solve specific visual arts problems. |
| 4. Be involved in the process and presentation of a final product or exhibit. | 4. Be involved in the process and presentation of a final product or exhibit. | 4. Be involved in the process and presentation of a final product or exhibit. |
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2. Creating

Content Standard 2: All students will apply skills and knowledge to create in the arts.

Dance

Elementary

1. Create a sequence with a beginning, middle, and end both with and without a rhythmic accompaniment. Identify each of these parts of the sequence.
2. Improvise, create, and perform dances based on individual ideas and concepts from other sources.

Middle School

1. Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight.
2. Create a dance that successfully communicates a topic of personal significance.

High School

1. Create and perform combinations and variations in a broad dynamic range.
2. Use improvisation to generate movement for choreography.

2. Creating Con't.

Content Standard 2: All students will apply skills and knowledge to create in the arts.

Dance con't.

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| 3. Use improvisation to discover, invent, and solve movement problems. | 3. Learn to artistically and aesthetically keep movement of a single dance in frame with video camera. | 3. Demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies. |
| 4. Create a dance phrase, accurately repeat it, and then vary it (making changes in the elements of dance: time, space, force, and energy). | | 4. Choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures. |
| 5. Begin to develop tracking skills with video camera. | | 5. Create a dance that effectively communicates a contemporary social theme. |
| | | 6. Create a dance and revise it over time using multi-media equipment (slides, camera, video, computers) articulating the reasons for their artistic decisions and what was lost and gained by those decisions. |

Music

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| 1. Improvise simple rhythmic and melodic ostinato accompaniments. | 1. Improvise simple harmonic accompaniments. | 1. Improvise stylistically appropriate harmonizing parts. |
| 2. Improvise "answers" in the same style to given rhythmic and melodic phrases. | 2. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. | 2. Improvise rhythmic and melodic variations given pentatonic melodies and melodies in major and minor keys. |
| 3. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. | 3. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. | 3. Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality. |
| 4. Create and arrange short songs and instrumental pieces within specified guidelines. | 4. Compose short pieces within specified guidelines. | 4. Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect. |

2. Creating Con't.

Content Standard 2: All students will apply skills and knowledge to create in the arts.

Music con't.

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| 5. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising. | 5. Arrange simple pieces for voices or instruments other than those for which the pieces were written. | 5. Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music. |
| 6. Create and arrange music to accompany readings, dramatizations, or visual media. | 6. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising. | 6. Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges, and traditional usage of the sound sources. |
| | 7. Communicate an idea through musical arrangements, compositions, and improvisations. | 7. Create or adapt music to integrate with other media. |

Theatre

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| 1. Collaborate to select interrelated characters, environments, and situations for classroom dramatizations. | 1. Refine and record dialogue and action. | 1. Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience. |
| 2. Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue. | 2. Analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people. | 2. Individually and in ensemble, create and sustain characters that communicate with audiences. |
| 3. Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources. | 3. Individually and in groups, create characters, environments, and actions that create tensions and suspense. | 3. Develop designs that use visual and aural elements to convey environments that support text. |
| | 4. Work collaboratively to select and create elements of scenery, properties, lighting, and sound to signify environments, costumes and makeup to suggest character. | |

2. Creating Con't.

Content Standard 2: All students will apply skills and knowledge to create in the arts.

Theatre con't.

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| <ul style="list-style-type: none">4. Collaborate to establish playing spaces for classroom dramatizations and to select and organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup.5. Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations. | <ul style="list-style-type: none">4. Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.5. Design stage management, promotional and business plans. |
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Visual Arts

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| <ul style="list-style-type: none">1. Apply knowledge of materials, techniques, and processes to create artwork.2. Apply knowledge of how visual characteristics and organizational principles communicate ideas.3. Explore and understand prospective subject matter, ideas, and symbols for works of art.4. Select and use subject matter, symbols and ideas to communicate meaning.5. Know different purposes of visual art to creatively convey ideas.6. Use technology as a tool for creative expression. | <ul style="list-style-type: none">1. Select materials, techniques, and processes to effectively communicate ideas.2. Employ organizational principles and analyze what makes them effective or not in the communication of ideas.3. Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in artworks.4. Use subjects, themes, and symbols that communicate intended meaning in artworks.5. Integrate organizational structures and characteristics to create art for different purposes.6. Organize information and ideas for media productions. | <ul style="list-style-type: none">1. Apply materials, techniques, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.2. Create artworks that use organizational principles and functions to solve specific visual arts problems.3. Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.4. Apply and adapt subjects, symbols, and creative ideas in artworks and use the skills gained to solve problems in daily life.5. Demonstrate an improved ability to integrate structures, characteristics and principles to accomplish commercial, personal, communal, or other purposes of art.6. Create media productions that demonstrate knowledge, contexts, values, and aesthetics. |
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3. Analyzing in Context

Content Standard 3: All students will analyze, describe and evaluate works of art.

Dance

Elementary

1. Observe and describe the action (such as skip, gallop) and movement elements (time, space, force, energy) in a brief movement study.
2. Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).
3. Take an active role in a class discussion about interpretations of and reactions to a dance.
4. Present their own dances to peers and discuss their meaning with competence and confidence.
5. Explore multiple solutions to a given movement problem; choose a favorite solution and discuss the reasons for that choice.
6. Observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes, levels, and pathways.

Middle School

1. Describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary.
2. Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance.
3. Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance.
4. Explore a movement problem and create multiple solutions; choose the most interesting solution and discuss the reasons for that choice.
5. Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way.
6. Compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (movement qualities).
7. Identify possible aesthetic criteria for evaluating dance (such as skills of performers, originality, visual and/or emotional impact, variety, and contrast).
8. Observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations.

High School

1. Formulate and answer questions about how movement choices communicate abstract ideas in dance.
2. Create a dance and revise it over time, articulating the reasons for their artistic decisions, and what was lost and gained by those decisions.
3. Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others.
4. Formulate and answer their own aesthetic questions (e.g., What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?).

3. Analyzing in Context Con't.

Content Standard 3: All students will analyze, describe and evaluate works of art.

Music

Elementary	Middle School	High School
1. Identify simple music forms when presented aurally.	1. Describe specific music events in a given aural example, using appropriate terminology.	1. Demonstrate extensive knowledge and use of the technical vocabulary of music.
2. Demonstrate perceptual skills by moving, by answering questions, and by describing aural examples of music of various styles representing diverse cultures.	2. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.	2. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
3. Use appropriate terminology in explaining music, music notation, musical instruments and voices, and music performances.	3. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.	3. Identify and explain compositional devices and techniques and their purposes giving examples of other works that make similar uses of these devices and techniques.
4. Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.		4. Evaluate the use of music in mixed media environments.
5. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.		
6. Devise criteria for evaluating performances and compositions.	4. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply these criteria when performing.	5. Make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria.
7. Explain, using appropriate music terminology, personal preferences for specific musical works, and styles.	5. Evaluate the quality and effectiveness of one's own and others' performances, compositions, arrangements, and improvisations by applying specific and appropriate criteria and offering constructive suggestions for improvement.	6. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

3. Analyzing in Context Con't.

Content Standard 3: All students will analyze, describe and evaluate works of art.

Theatre

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| 1. Imagine and clearly describe characters, their relationships, and their environments. | 1. Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama. | 1. Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media. |
| 2. Communicate information to peers about people, events, time, and place related to classroom dramatizations. | 2. Analyze improvised and scripted scenes for technical requirements. | 2. Compare and demonstrate various classical and contemporary acting techniques and methods. |
| 3. Describe the visual, aural, oral, and kinetic elements of classroom dramatizations and explain personal preference. | 3. Develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources. | |
| 4. Analyze classroom dramatizations and constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations. | 4. Analyze research from print and nonprint sources and apply to script writing, acting, design, and directing choices. | 3. Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements. |
| 5. Develop a means of improving the collaborative process of planning, playing, responding, and evaluating classroom dramatizations. | 5. Describe and analyze the effect of publicity, study guides, programs, use of various electronic media, and physical environments on audience response and appreciation of dramatic performances. | 4. Develop multiple interpretations and visual, aural, and multi-media production choices for scripts and production ideas and choose those that are most interesting. |
| 6. Explain how the wants and needs of characters are similar to and different from their own. | 6. Articulate and justify the meanings constructed from their own and others' dramatic performances. | 5. Justify selections of text, interpretation, and visual, aural, and electronic artistic choices. |

3. Analyzing in Context Con't.

Content Standard 3: All students will analyze, describe and evaluate works of art.

Theatre con't.

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| <p>7. Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances.</p> | <p>7. Use articulated criteria to describe, analyze, and evaluate the perceived effectiveness of artistic choices found in dramatic performances.</p> | <p>6. Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.</p> |
| | <p>8. Describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers, and directors) to the collaborative process of developing improvised and scripted scenes.</p> | <p>7. Identify and research cultural, historical, and symbolic clues in dramatic texts and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions</p> <p>8. Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.</p> <p>9. Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.</p> |
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Visual Arts

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| <p>1. Generalize about the effects of visual structures and functions and reflect upon these effects in personal work.</p> <p>2. Identify various purposes for creating works of visual art.</p> <p>3. Understand there are different responses to specific artworks.</p> | <p>1. Form and defend judgments about characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.</p> <p>2. Observe and compare works of art that were created for different purposes.</p> <p>3. Describe how materials, techniques, technology, and processes cause responses.</p> | <p>1. Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices.</p> <p>2. Identify intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular works.</p> <p>3. Describe how expressive features and organizational principles cause responses.</p> |
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3. Analyzing in Context Con't.

Content Standard 3: All students will analyze, describe and evaluate works of art.

Visual Arts con't.

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| 4. Describe and compare the characteristics of personal artwork. | 4. Describe and compare the characteristics of personal artwork to the artwork of others. | 4. Reflect upon the characteristics and assess the merits of one's personal artwork. |
| 5. Understand how personal experiences can influence the development of artwork. | 5. Describe how personal experiences influence the development of specific artworks. | 5. Reflect and analyze the personal experiences that influence the development of personal artwork. |
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4. Arts in Context

Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Dance

Elementary

1. Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).
2. Perform dances from various cultures with competence and confidence.
3. Learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context.
4. Accurately answer questions about the role of dance in a particular culture and time period (e.g., in Colonial America, Why and in what setting did people dance? What did the dances look like?).

Middle School

1. Competently perform folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.
2. Competently perform folk, social, or theatrical dances learned from resources in their own community, of different cultures, time periods, or from a broad spectrum of twentieth-century America, the cultural/historical context of that dance, effectively sharing its context with peers.
3. Accurately describe the role of dance in at least two different cultures or time periods.

High School

1. Explain how personal experience influences the interpretation of a dance.
 2. Perform and describe similarities and differences between two contemporary theatrical forms of dance.
 3. Perform or discuss the traditions and techniques of a classical dance form.
 4. Analyze the role of dance and dancers prior to the twentieth century.
 5. Analyze how dance and dancers are portrayed in multi-media technology.
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4. Arts in Context Con't.

Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Music

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| 1. Identify by genre or style aural examples of music from various historical periods and cultures. | 1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. | 1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. |
| 2. Describe how elements of music are used in examples from various cultures of the world. | 2. Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary. | 2. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them. |
| 3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. | 3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. | |
| 4. Identify and describe roles of musicians in various settings and cultures. | | 3. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. |
| 5. Demonstrate audience behavior appropriate for the context and style of music performed. | 4. Describe the impact of electronic media on music. | 4. Analyze the impact of electronic music in society and culture. |

Theatre

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| 1. Identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life. | 1. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture. | 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. |
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4. Arts in Context Con't.

Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Theatre con't.

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| <p>2. Identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions.</p> | <p>2. Analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures.</p> | <p>2. Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.</p> |
| | <p>3. Explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media.</p> | <p>3. Identify and compare the lives, works, and influence of representative theatrical artists in various cultures and historical periods.</p> |
| | <p>4. Explain how culture affects the content and production values of dramatic performances.</p> | <p>4. Identify cultural and historical sources of American theatre and musical theatre.</p> |
| | <p>5. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy apply in theatre and daily life.</p> | <p>5. Analyze the effect of personal cultural experiences on their dramatic work.</p> |
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Visual Arts

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| <p>1. Know that the visual arts have a history and specific relationships to various cultures.</p> | <p>1. Know and compare the characteristics of artworks in various eras and cultures.</p> | <p>1. Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture.</p> |
| <p>2. Identify specific works of art as belonging to particular cultures, times, and places.</p> | <p>2. Describe and place a variety of art objects in historical and cultural contexts.</p> | <p>2. Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.</p> |

4. Arts in Context Con't.

Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Visual Arts con't.

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| 3. Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art. | 3. Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art. | 3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using conclusions to inform personal artwork. |
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5. Connecting to other Arts, other Disciplines, and Life

Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Dance

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| 1. Identify at least three personal goals to improve as dancers. | 1. Identify at least three personal goals to improve as dancers and steps they are taking to reach those goals. | 1. Demonstrate understanding of how personal experience influences the interpretation of a dance. |
| 2. Explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples. | 2. Explain strategies to prevent dance injuries. | 2. Effectively communicate how lifestyle choices affect the dancer. |
| 3. Create a dance project that reveals understanding of a concept or idea from another discipline (such as patterns in dance and science with the use of technology). | 3. Explain how warm-up prepares the body and mind for expressive purposes. | 3. Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines (history, science, multi-media, etc.). |
| 4. Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how personal paintings reflect the dance they saw). | 4. Develop a project that reveals similarities and differences between the arts. | 4. Clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways to communicate meaning. |
| | 5. Cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern). | |

5. Connecting to other Arts, other Disciplines, and Life Con't.

Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Dance con't.

6. Begin to develop a portfolio of techniques in progress using recording devices (music, slides, photo, video).
5. Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project.
6. Reflect upon personal progress and growth during one's own study in each of the arts disciplines.
7. Continue development of portfolio for senior exit.

Music

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| 1. Observe and identify similarities and differences in the meanings of common terms used in the various arts. | 1. Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art. | 1. Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples. |
| 2. Observe and identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. | 2. Describe ways in which the principles and subject matter of other disciplines are related to music. | 2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. |
| 3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. | 3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. | 3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. |
| 4. Analyze personal, family, and community use of electronic media. | 4. Describe the role of music in artistic applications of electronic media today. | 4. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. |
| | | 5. Analyze and consider the use of music and media for the future. |
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5. Connecting to other Arts, other Disciplines, and Life Con't.

Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Theatre

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| 1. Describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts. | 1. Describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts. | 1. Describe and compare the basic nature, materials, elements and means of communicating in theatre, dramatic media, musical theatre, dance, music, multi-media, and the visual arts. |
| 2. Compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts. | 2. Incorporate elements of dance, music, visual arts, and multi-media to express ideas and emotions in improvised and scripted scenes. | 2. Determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre. |
| 3. Select movement, music, or visual elements to enhance the mood of a classroom dramatization. | 3. Express and compare personal reactions to several art forms. | 3. Integrate several arts media in informal presentations. |
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Visual Arts

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| 1. Explain how visual arts have inherent relationships to everyday life. | 1. Analyze personal, family, and community connections that involve work by visual artists. | 1. Speculate and analyze how future technologies may impact art in everyday life. |
| 2. Identify various careers in the visual arts. | 2. Describe and compare skills involved in arts-related and visual arts careers. | 2. Describe the characteristics of a variety of visual arts careers. |
| 3. Understand and use comparative characteristics of the visual arts and other arts disciplines. | 3. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. | 3. Compare the materials, technologies, techniques, and processes of the visual arts with those of other arts disciplines as they are used in creating and types of analysis. |
| 4. Identify connections between the visual arts and other disciplines in the curriculum. | 4. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts. | 4. Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences. |
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