



Kentucky Academic Standards – December 2022

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Education Goals

These capacity and goal statements of the Kentucky Education Reform Act of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Core values and qualities of good character to make moral and ethical decisions throughout their life;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of his mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life's work intelligently; and
- Skills to enable students to compete favorably with students in other states and other parts of the world.

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' abilities to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
 - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies to situations they will encounter throughout their lives;
 - Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;
 - Become responsible members of a family, work group or community including demonstrating effectiveness in community service;
 - Think and solve problems in school situations and in a variety of situations they will encounter in life;
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources; and
 - Express their creative talents and interests in visual arts, music, dance and dramatic arts.
- Increase their students' rate of school attendance.
- Increase their students' graduation rates and reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning, and
- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

Legal Base

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication:

KRS 156:160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council (LSAC), the Kentucky Board of Education (KBE) shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

Administrative regulations shall be promulgated for:

- Courses of study for the different grades and kinds of common schools; and
- The minimum requirements for high school graduation.

704 KAR 3:305 Minimum high school graduation requirements

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma, including the requirements for the graduating class of 2012.

704 KAR 3:303 Required Kentucky Academic Standards

This administrative regulation adopts into law the *Kentucky Academic Standards December 2022*.

Scope and Purpose

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The *Kentucky Academic Standards* helps ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. The document provides administrators, teachers, parents and other stakeholders in local school districts with a basis for establishing and/or revising standards-based curricula and instruction for public schools.

The instructional programs for Kentucky's public schools emphasize the development of students' abilities to acquire, apply and integrate knowledge, skills and understandings in real-life contexts and to problem-solve, make decisions and think critically and creatively. They assist students in connecting learning to the world beyond the classroom by exploring and investigating real issues and problems of communities, states, the nation and the world. Well-designed curriculum and instruction recognizes the diversity of students and how children learn, construct knowledge and acquire skills and concepts of the disciplines. The curriculum and instruction incorporate an understanding of students' families, cultures and communities and draw on these understandings to create a rich context and environment for learning. Curriculum and instruction are culturally responsive and provide for the diversity of students to assure that all students in Kentucky public schools have the opportunity to learn (time, support, access, equity, resources and quality educational design and practices) at high levels. Schools provide appropriate supports and accommodations to facilitate student learning and preparation for the 21st century.

The purpose of the *Kentucky Academic Standards* is to outline the **minimum** content standards required for all students before graduating from Kentucky public high schools. This document specifies content standards for required credits for high school graduation and the primary, intermediate and middle level content standards leading up to these requirements.

Schools and school districts are also responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to achieve *Kentucky's Learning Goals and Academic Expectations* and the content standards. It also provides for a thoughtful continuum of content and skills across grade levels while assuring the teaching and learning of all content in the *Kentucky Academic Standards*. Districts and schools are accountable for making sure that each student's education program includes the minimum content standards as specified in the *Kentucky Academic Standards* and provides the student with the opportunity to learn the standards. Schools provide individual supports for learning that are essential for students to access the curriculum, achieve at high levels and maximize successful transition to postsecondary. Schools have the flexibility in how to organize (e.g., discipline based, integrated, interdisciplinary, applied or occupational/technical approaches) the standards for instruction to best meet the needs of students in the schools and districts and how to deliver instruction.

Organization of the Kentucky Academic Standards

This document contains the following sections: Introduction, Preschool Education, Primary Education, Intermediate Education, Secondary Education with specific sections for Middle Education and High School Education, Career and Technical Education and Additional Curriculum Guidelines. Each section (e.g., Primary, Intermediate, Secondary, etc.) begins with general information followed by the minimum content standards for each content area. Each content area (i.e., visual and performing arts) subsection begins with an introduction to the content area, followed by the charts by grade levels that specify the required minimum content that all students shall have the opportunity to learn. The content is based on Kentucky's learning goals, academic expectations, national and international standards and input from education professional organizations, teachers, administrators, higher education, the business community and parents.

Learning Goal 1 (Basic Communication and Mathematics Skills) and Goal 2 (Application of Core Concepts) are cited most often within this document. These two goals provide the basic academic skills and content for what Kentucky high school graduates should know when they exit public school. However, the skills identified in the other goals are equally important. Goal 5 (Think and Solve Problems) and Goal 6 (Connect and Integrate Knowledge) provide students with strategies for lifelong learning and are embedded in the specific content areas. They are also reflected in the Inquiry and Research section for each content area.

The Academic Expectations within each of these four goals (Goals 1, 2, 5 and 6) are referenced throughout the content descriptions in the *Kentucky Academic Standards*.

Although Goal 3 (Developing Self-Sufficiency) and Goal 4 (Responsible Group Membership) are not being assessed on a statewide level, the Kentucky Board of Education expects all educators, school boards and councils, parents and students to give continued emphasis to the development of responsible group membership and personal self-sufficiency because of the importance of these skills and attributes in the workplace and the larger community. Goals 3 and 4 and the Academic Expectations for these goals are included below:

Goal 3: Students shall develop their abilities to become self-sufficient individuals.

Academic Expectations for Goal 3:

- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.3** Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- 3.4** Students demonstrate the ability to be resourceful and creative.
- 3.5** Students demonstrate self-control and self-discipline.
- 3.6** Students demonstrate the ability to make decisions based on ethical values.
- 3.7** Students demonstrate the ability to learn on one's own.

Goal 4: Students shall develop their abilities to become responsible members of a family, work group or community, including demonstrating effectiveness in community service.

Academic Expectations for Goal 4:

- 4.1 Students effectively use interpersonal skills.
- 4.2 Students use productive team membership skills.
- 4.3 Students individually demonstrate consistent, responsive and caring behavior.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 4.5 Students demonstrate an understanding of, appreciation for and sensitivity to a multi-cultural and world view.
- 4.6 Students demonstrate an open mind to alternative perspectives.

It is the belief of the Kentucky Board of Education that the *Kentucky Academic Standards* frames the critical standards necessary to prepare Kentucky students for successful transition to postsecondary options and the changing workplace and the next generation of learning. Schools and districts are responsible for translating these standards into practice.

PRESCHOOL EDUCATION

Preschool Education

For many students, the preschool program is their introduction to the educational environment. Preschool education programs are available in Kentucky for all 4-year-old children who are eligible for free lunch; all 3- and 4-year-old children with disabilities, regardless of income; and other 4-year-old children as placements are available. The preschool program is designed to be developmentally appropriate for young children.

“Developmentally appropriate” is defined in Kentucky law to mean that the program focuses on the child’s physical, intellectual, social and emotional development, including interpersonal, intrapersonal and socialization skills. Intellectual skills are promoted by encouraging children to solve problems, initiate activities and learn through active explorations.

The preschool curriculum addresses early-learning standards that are integrated into a variety of activities within an environment that supports optimal development for the whole child. A major focus of the preschool program is language development – listening, speaking and becoming familiar with books. As they are developmentally ready, children begin to explore and learn about writing, letters and sounds and mathematics concepts. Teachers promote child learning and development by embedding assessment activities within the curriculum and daily schedule.

The preschool curriculum supports a daily balance of large and small group activities, indoors and outdoors, that are designed to provide individual and group instruction to meet the needs of all children. Child-initiated and teacher-supported play is encouraged through the use of a variety of learning centers and areas in the classroom that allow students to participate in art, block building, cooking, gross motor activities, dramatic play, language arts/library, using manipulative materials, mathematics/problem solving, multimedia activities, music and science.

ELEMENTARY EDUCATION

PRIMARY EDUCATION

Introduction

The primary program is that part of the Kentucky education system in which children are enrolled from the time they begin elementary school until they are ready to enter the fourth grade. The critical attributes of the primary program include developmentally appropriate practices, multi-age and multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork and positive parent involvement.

The primary curriculum is grounded in these critical attributes. It provides opportunities for students to learn basic skills, social behaviors (e.g., working with others, taking turns) and skills students must acquire to be successful in school (e.g., study skills, organization). Teachers use an integrated approach to curriculum and instructional design, addressing the intellectual, social, emotional, aesthetic and physical needs of young children to provide optimum learning environments.

Standards are presented grade by grade in most areas to provide a general guide for the progression of learning throughout the primary grades. When not presented grade by grade, it is expected that students should have had opportunities to be successful with the standards before transitioning to fourth grade.

PRIMARY VISUAL AND PERFORMING ARTS

Kentucky Academic Standards –

Visual and Performing Arts – Primary Level

Grades K-3

The visual and performing arts instructional program in the primary level centers on an exploration of the art forms of dance, media arts, music, theatre and visual arts. Instructional emphasis at the primary level should be placed on exposing students to a variety of arts through active experiences. This exploration includes a beginning of arts literacy development, simple analysis and critique of the arts and active sharing of their work with others. Students should also begin making connections between the arts and their own personal experiences, along with beginning to realize how the arts convey meaning and reflect human experience. Students can begin to learn how they can use the arts to communicate meaning through their choices in the use of arts elements and principles.

The Standards

The standards are directly related to the *National Core Arts Standards*. These are process standards, which are designed to engage students in artistic processes and creative expression as put forward in Senate Bill 1 (2009), KRS 158:6451, Section 1, Schools shall develop their students' ability to: "Express their creative talents and interests in visual arts, music, dance and dramatic arts".

Standards Organization

The standards are organized around four arts processes:

1. **Creating:** Conceiving and developing new artistic ideas and work

Creating involves planning and creating new dance, media arts, music, theatre or visual arts. Creating may involve improvising in music, dance or theatre. Improvising is the composing of new music, reciting/acting new dramatic material or creating new dance movements on the spur of the moment.

2. **Performing/Producing/Presenting:** Realizing artistic ideas and work through interpretation and presentation

Performing is limited to the performing arts of music, dance and theatre. Performing generally involves sharing previously created works with an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations within the performance.

Producing is the process of sharing work in the area of media arts. Since media arts productions do not result in performances, the sharing process is different from the performing arts. Media artists still follow the same steps in the creation of works and preparation of works for sharing with others; however, the result is more often a product, such as a video or video game.

Presenting is often associated with sharing in more formal settings, such as exhibition in the visual arts. The same steps to prepare works for presenting are considered-the audience, venue and communication aspects of an exhibition.

3 **Responding:** Understanding and evaluating how the arts convey meaning

Responding to the arts involves having the viewer take a close look to interpret the meanings in artistic works. The arts are created for the purpose of communication. Responding to them engages a thinking process that enables the viewer/audience to gather the intent of the work and the message being shared by the artist.

Responding also involves the process of evaluating art works. The viewer/audience will apply criteria to evaluate the effectiveness of artistic works.

4 **Connecting:** Relating artistic ideas and work with personal meaning and external context

Connecting involves both looking inward and outward. Artists use personal experiences and gained knowledge to inform their own creative works. They also relate artistic ideas with the world around them – to society, culture and history. This deepens the understanding of the work and appreciation of those who create the arts.

Anchor Standards

There are eleven Anchor Standards that are common across all art forms. These standards illustrate steps that are taken within each of the Artistic Processes.

Performance Standards

Each artistic discipline has a set of performance standards. These standards illustrate what each of the Anchor Standards might look like as students engage in the Artistic Processes within an artistic discipline. Performance standards are written for pre-kindergarten through eighth grade as grade level standards and at the high school in three proficiency levels: Proficient, Accomplished and Advanced. All Performance Standards align to the eleven overarching Anchor Standards.

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Explore</p> <p>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Essential Question: Where do choreographers get ideas for dances?</p>			
Kindergarten DA:Cr1.1.K	1st DA:Cr1.1.1	2nd DA:Cr1.1.2	3rd DA:Cr1.1.3
<p>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</p> <p>b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.</p> <p>b. Combine a variety of movements while manipulating the elements of dance.</p>	<p>a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>b. Explore a given movement problem. Select and demonstrate a solution.</p>

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Process Component: Plan</p> <p>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Essential Question: What influences choice-making in creating choreography?</p>			
Kindergarten DA:Cr2.1.K	1st DA:Cr2.1.1	2nd DA:Cr2.1.2	3rd DA:Cr2.1.3
<p>a. Improvise dance that has a beginning, middle, and end.</p> <p>b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner</p>	<p>a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.</p> <p>b. Choose movements that express an idea or emotion, or follow a musical phrase.</p>	<p>a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.</p> <p>b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p>	<p>a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).</p> <p>b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Revise</p> <p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>			
Kindergarten DA:Cr3.1.K	1st DA:Cr3.1.1	2nd DA:Cr3.1.2	3rd DA:Cr3.1.3
<p>a. Apply suggestions for changing movement through guided improvisational experiences.</p> <p>b. Depict a dance movement by drawing a picture or using a symbol.</p>	<p>a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.</p> <p>b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).</p>	<p>a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p> <p>b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).</p>	<p>a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.</p> <p>b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.</p>

Discipline: Dance		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Express</p> <p>Enduring Understanding: Space, time, and energy are basic elements of dance.</p> <p>Essential Question: How do dancers work with space, time and energy to communicate artistic expression?</p>			
Kindergarten DA:Pr4.1.K	1 st DA:Pr4.1.1	2 nd DA:Pr4.1.2	3 rd DA:Pr4.1.3
<p>a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.</p> <p>b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p>	<p>a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.</p> <p>b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p>	<p>a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.</p>	<p>a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.</p> <p>b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.</p>

<p>c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).</p>	<p>c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).</p>	<p>c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.</p>	<p>c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.</p>
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Discipline: Dance		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Embody</p> <p>Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>			
Kindergarten DA:Pr5.1.K	1 st DA:Pr5.1.1	2 nd DA:Pr5.1.2	3 rd DA:Pr5.1.3
<p>a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.</p> <p>b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p> <p>c. Move body parts in relation to other body parts and repeat and recall movements upon request.</p>	<p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.</p> <p>b. Move safely in general space through a range of activities and group formations while maintaining personal space.</p> <p>c. Modify movements and spatial arrangements upon request.</p>	<p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.</p> <p>b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.</p> <p>c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.</p>	<p>a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p>b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.</p> <p>c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.</p>

Discipline: Dance		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question: How does a dancer heighten artistry in a public performance?</p>			
Kindergarten DA:Pr6.1.K	1st DA:Pr6.1.1	2nd DA:Pr6.1.2	3rd DA:Pr6.1.3
<p>a. Dance for and with others in a designated space.</p> <p>b. Select a prop to use as part of a dance.</p>	<p>a. Dance for others in a space where audience and performers occupy different areas.</p> <p>b. Explore the use of simple props to enhance performance.</p>	<p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Use limited production elements (for example, hand props, simple scenery, or media projections).</p>	<p>a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).</p> <p>b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</p>

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.</p> <p>Essential Question: How is a dance understood?</p>			
Kindergarten DA:Re.7.1.K	1st DA:Re.7.1.1	2nd DA:Re.7.1.2	3rd DA:Re.7.1.3
<p>a. Find a movement that repeats in a dance.</p> <p>b. Demonstrate or describe observed or performed dance movements.</p>	<p>a. Find a movement that repeats in a dance to make a pattern.</p> <p>b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.</p>	<p>a. Find movements in a dance that develop a pattern.</p> <p>b. Demonstrate and describe movements in dances from different genres or cultures.</p>	<p>a. Find a movement pattern that creates a movement phrase in a dance work.</p> <p>b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.</p>

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>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.</p> <p>Essential Question: How is dance interpreted?</p>			
Kindergarten DA:Re8.1.K	1st DA:Re8.1.1	2nd DA:Re8.1.2	3rd DA:Re8.1.3
<p>Observe movement and describe it using simple dance terminology.</p>	<p>Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.</p>	<p>Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.</p>	<p>Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.</p>

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Critique</p> <p>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>Essential Question: What criteria are used to evaluate dance?</p>			
Kindergarten DA:Re9.1.K	1st DA:Re9.1.1	2nd DA:Re9.1.2	3rd DA:Re9.1.3
Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.	Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.	Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

Discipline: Dance		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>			
Kindergarten DA:Cn10.1.K	1st DA:Cn10.1.1	2nd DA:Cn10.1.2	3rd DA:Cn10.1.3
<p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p> <p>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</p>	<p>a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p> <p>b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.</p>	<p>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p> <p>b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.</p>	<p>a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.</p> <p>b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p>

Discipline: Dance		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>			
Kindergarten DA:Cn11.1.K	1st DA:Cn11.1.1	2nd DA:Cn11.1.2	3rd DA:Cn11.1.3
Describe or demonstrate the movements in a dance that was watched or performed.	Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Conceive</p> <p>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.</p> <p>Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?</p>			
Kindergarten (MA:Cr1.1.K)	1st (MA:Cr1.1.1)	2nd (MA:Cr1.1.2)	3rd (MA:Cr1.1.3)
Discover and share ideas for media artworks using play and experimentation.	Express and share ideas for media artworks through sketching and modeling.	Discover multiple ideas for media artworks through brainstorming and improvising.	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p>Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</p>			
Kindergarten (MA:Cr2.1.K)	1st (MA:Cr2.1.1)	2nd (MA:Cr2.1.2)	3rd (MA:Cr2.1.3)
With guidance, use ideas to form plans or models for media arts productions.	With guidance, use identified ideas to form plans and models for media arts productions.	Choose ideas to create plans and models for media arts productions.	Form, share, and test ideas, plans, and models to prepare for media arts productions.

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Construct</p> <p>Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p>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?</p>			
Kindergarten (MA:Cr3.1.K)	1 st (MA:Cr3.1.1)	2 nd (MA:Cr3.1.2)	3 rd (MA:Cr3.1.3)
<p>a. Form and capture media arts content for expression and meaning in media arts productions.</p> <p>b. Make changes to the content, form, or presentation of media artworks and share results.</p>	<p>a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.</p> <p>b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.</p>	<p>a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.</p> <p>b. Test and describe expressive effects in altering, refining, and completing media artworks.</p>	<p>a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.</p> <p>b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.</p>

Discipline: Media Arts		Artistic Process: Producing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Integrate</p> <p>Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.</p> <p>Essential Question: How are complex media arts experiences constructed?</p>			
Kindergarten (MA:Pr4.1.K)	1st (MA:Pr4.1.1)	2nd (MA:Pr4.1.2)	3rd (MA:Pr4.1.3)
With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	Combine varied academic, arts, and media content in media artworks, such as an illustrated story.	Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.	Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.

Discipline: Media Arts		Artistic Process: Producing	
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Practice</p> <p>Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p>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?</p>			
Kindergarten (MA:Pr5.1.K)	1st (MA:Pr5.1.1)	2nd (MA:Pr5.1.2)	3rd (MA:Pr5.1.3)
<p>a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.</p> <p>b. Identify and demonstrate creative skills, such as performing, within media arts productions.</p> <p>c. Practice, discover, and share how media arts creation tools work.</p>	<p>a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.</p> <p>b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.</p> <p>c. Experiment with and share different ways to use tools and techniques to construct media artworks.</p>	<p>a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.</p> <p>b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.</p> <p>c. Demonstrate and explore identified methods to use tools to capture and form media artworks.</p>	<p>a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.</p> <p>b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.</p> <p>c. Exhibit standard use of tools and techniques while constructing media artworks.</p>

Discipline: Media Arts		Artistic Process: Producing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p>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?</p>			
Kindergarten (MA:Pr6.1.K)	1 st (MA:Pr6.1.1)	2 nd (MA:Pr6.1.2)	3 rd (MA:Pr6.1.3)
<p>a. With guidance, identify and share roles and the situation in presenting media artworks.</p> <p>b. With guidance, identify and share reactions to the presentation of media artworks.</p>	<p>a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.</p> <p>b. With guidance, discuss the experience of the presentation of media artworks.</p>	<p>a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.</p> <p>b. Identify and describe the experience and share results of presenting media artworks.</p>	<p>a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.</p> <p>b. Identify and describe the experience, and share results of and improvements for presenting media artworks.</p>

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.</p> <p>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?</p>			
Kindergarten (MA:Re7.1.K)	1 st (MA:Re7.1.1)	2 nd (MA:Re7.1.2)	3 rd (MA:Re7.1.3)
<p>a. Recognize and share components and messages in media artworks.</p> <p>b. Recognize and share how a variety of media artworks create different experiences.</p>	<p>a. Identify components and messages in media artworks.</p> <p>b. With guidance, identify how a variety of media artworks create different experiences.</p>	<p>a. Identify and describe the components and messages in media artworks.</p> <p>b. Identify and describe how a variety of media artworks create different experiences.</p>	<p>a. Identify and describe how messages are created by components in media artworks.</p> <p>b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.</p>

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.</p> <p>Essential Question: How do people relate to and interpret media artworks?</p>			
Kindergarten (MA:Re8.1.K)	1 st (MA:Re8.1.1)	2 nd (MA:Re8.1.2)	3 rd (MA:Re8.1.3)
<p>With guidance, share observations regarding a variety of media artworks.</p>	<p>With guidance, identify the meanings of a variety of media artworks.</p>	<p>Determine the purposes and meanings of media artworks, considering their context.</p>	<p>Determine the purposes and meanings of media artworks while describing their context.</p>

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.</p> <p>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?</p>			
Kindergarten (MA:Re9.1.K)	1 st (MA:Re9.1.1)	2 nd (MA:Re9.1.2)	3 rd (MA:Re9.1.3)
Share appealing qualities and possible changes in media artworks.	Identify the effective parts of and possible changes to media artworks, considering viewers.	Discuss the effectiveness of and improvements for media artworks, considering their context.	Identify basic criteria for and evaluate media artworks, considering possible improvements and context.

Discipline: Media Arts		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Media artworks synthesize meaning and form cultural experience.</p> <p>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?</p>			
Kindergarten (MA:Cn10.1.K)	1 st (MA:Cn10.1.1)	2 nd (MA:Cn10.1.2)	3 rd (MA:Cn10.1.3)
<p>a. Use personal experiences and choices in making media artworks.</p> <p>b. Share memorable experiences of media artworks.</p>	<p>a. Use personal experiences, interests, and models in creating media artworks.</p> <p>b. Share meaningful experiences of media artworks.</p>	<p>a. Use personal experiences, interests, information, and models in creating media artworks.</p> <p>b. Discuss experiences of media artworks, describing their meaning and purpose.</p>	<p>a. Use personal and external resources, such as interests, information, and models, to create media artworks.</p> <p>b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.</p>

Discipline: Media Arts		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p>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?</p>			
Kindergarten (MA:Cn11.1.K)	1 st (MA:Cn11.1.1)	2 nd (MA:Cn11.1.2)	3 rd (MA:Cn11.1.3)
<p>a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.</p> <p>b. With guidance, interact safely and appropriately with media arts tools and environments.</p>	<p>a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.</p> <p>b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p>	<p>a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.</p> <p>b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p>	<p>a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.</p> <p>b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.</p>

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Imagine</p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>			
Kindergarten MU:Cr1.1.K	1 st MU:Cr1.1.1	2 nd MU:Cr1.1.2	3 rd MU:Cr1.1.3
<p>a. With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>b. With guidance, generate musical ideas (such as movements or motives).</p>	<p>a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</p>	<p>a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p>b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</p>	<p>a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</p> <p>b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p>

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan and Make</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>			
Kindergarten MU:Cr2.1.K	1st MU:Cr2.1.1	2nd MU:Cr2.1.2	3rd MU:Cr2.1.3
<p>a. With guidance, demonstrate and choose favorite musical ideas.</p> <p>b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p>	<p>a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p>	<p>a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p>	<p>a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Evaluate and Refine</p> <p>Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p>			
Kindergarten MU:Cr3.1.K	1 st MU:Cr3.1.1	2 nd MU:Cr3.1.2	3 rd MU:Cr3.1.3
With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	Interpret and apply personal, peer, and teacher feedback to revise personal music.	Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: When is creative work ready to share?</p>			
Kindergarten MU:Cr3.2.K	1 st MU:Cr3.2.1	2 nd MU:Cr3.2.2	3 rd MU:Cr3.2.3
With guidance, demonstrate a final version of personal musical ideas to peers.	With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Present the final version of personal created music to others, and describe connection to expressive intent.

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question: How do performers select repertoire?</p>			
Kindergarten MU:Pr4.1.K	1st MU:Pr4.1.1	2nd MU:Pr4.1.2	3rd MU:Pr4.1.3
With guidance, demonstrate and state personal interest in varied musical selections.	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>			
Kindergarten MU:Pr4.2.K	1st MU:Pr4.2.1	2nd MU:Pr4.2.2	3rd MU:Pr4.2.3
<p>With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p>	<p>a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>	<p>a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>a. Demonstrate understanding of the structure in music selected for performance.</p> <p>b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p>c. Describe how context (such as personal and social) can inform a performance.</p>

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question: How do performers interpret musical works?</p>			
Kindergarten MU:Pr4.3.K	1st MU:Pr4.3.1	2nd MU:Pr4.3.2	3rd MU:Pr4.3.3
With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Rehearse, Evaluate, Refine</p> <p>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.</p> <p>Essential Question: How do musicians improve the quality of their performance?</p>			
Kindergarten MU:Pr5.1.K	1st MU:Pr5.1.1	2nd MU:Pr5.1.2	3rd MU:Pr5.1.3
<p>a. With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p>	<p>a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</p>	<p>a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</p> <p>b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</p>	<p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p> <p>b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p> <p>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?</p>			
Kindergarten MU:Pr6.1.K	1st MU:Pr6.1.1	2nd MU:Pr6.1.2	3rd MU:Pr6.1.3
<p>a. With guidance, perform music with expression.</p> <p>b. Perform appropriately for the audience.</p>	<p>a. With limited guidance, perform music for a specific purpose with expression.</p> <p>b. Perform appropriately for the audience and purpose.</p>	<p>a. Perform music for a specific purpose with expression and technical accuracy.</p> <p>b. Perform appropriately for the audience and purpose.</p>	<p>a. Perform music with expression and technical accuracy.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p>

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p>			
Kindergarten MU:Re7.1.K	1st MU:Re7.1.1	2nd MU:Re7.1.2	3rd MU:Re7.1.3
<p>With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p>	<p>With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p>

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>			
Kindergarten MU:Re7.2.K	1 st MU:Re7.2.1	2 nd MU:Re7.2.2	3 rd MU:Re7.2.3
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.	Describe how specific music concepts are used to support a specific purpose in music.	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern the musical creators' and performers' expressive intent?</p>			
Kindergarten MU:Re8.1.K	1 st MU:Re8.1.1	2 nd MU:Re8.1.2	3 rd MU:Re8.1.3
With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>			
Kindergarten MU:Re9.1.K	1 st MU:Re9.1.1	2 nd MU:Re9.1.2	3 rd MU:Re9.1.3
With guidance, apply personal and expressive preferences in the evaluation of music.	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Discipline: Music		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Essential Question: How do musicians make meaningful connections to creating, performing, and responding?</p>			
Kindergarten MU:Cn10.1.K	1 st MU:Cn10.1.1	2 nd MU:Cn10.1.2	3 rd MU:Cn10.1.3
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Discipline: Music		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>			
Kindergarten MU:Cn11.1.K	1st MU:Cn11.1.1	2nd MU:Cn11.1.2	3rd MU:Cn11.1.3
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Envision/Conceptualize</p> <p>Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>			
Kindergarten TH:Cr1.1.K.	1st TH:Cr1.1.1.	2nd TH:Cr1.1.2.	3rd TH:Cr1.1.3.
<p>a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p>	<p>a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p>	<p>a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</p> <p>b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.</p> <p>c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.</p> <p>Essential Question: How, when, and why do theatre artists' choices change?</p>			
Kindergarten TH:Cr2.1.K.	1 st TH:Cr21.1.	2 nd TH:Cr2.1.2.	3 rd TH:Cr2.1.3.
<p>a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).</p>	<p>a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Participate in methods of investigation to devise original ideas for a drama/theatre work.</p> <p>b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Rehearse</p> <p>Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Essential Question: How do theatre artists transform and edit their initial ideas?</p>			
Kindergarten TH:Cr3.1.K.	1st TH:Cr3.1.1.	2nd TH:Cr3.1.2.	3rd TH:Cr3.1.3.
<p>a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.</p> <p>b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.</p> <p>c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.</p> <p>Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?</p>			
Kindergarten TH:Pr4.1.K.	1st TH:Pr4.1.1.	2nd TH:Pr4.1.2.	3rd TH:Pr4.1.3.
<p>a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Describe a story’s character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Apply the elements of dramatic structure to a story and create a drama/theatre work.</p> <p>b. Investigate how movement and voice are incorporated into drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Prepare</p> <p>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>Essential Question: What can I do to fully prepare a performance or technical design?</p>			
Kindergarten TH:Pr5.1.K.	1st TH:Pr5.1.1.	2nd TH:Pr5.1.2.	3rd TH:Pr5.1.3.
<p>a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p> <p>b. Identify the basic technical elements that can be used in drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share, Present</p> <p>Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Essential Question: What happens when theatre artists and audiences share a creative experience?</p>			
Kindergarten TH:Pr6.1.K.	1st TH:Pr6.1.1.	2nd TH:Pr6.1.2.	3rd TH:Pr6.1.3.
With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	Practice drama/theatre work and share reflections individually and in small groups.

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Reflect</p> <p>Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>			
Kindergarten TH:Re7.1.K.	1st TH:Re7.1.1.	2nd TH:Re7.1.2.	3rd TH:Re7.1.3.
With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	Understand why artistic choices are made in a drama/theatre work.

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Essential Question: How can the same work of art communicate different messages to different people?</p>			
Kindergarten TH:Re8.1.K.	1 st TH:Re8.1.1.	2 nd TH:Re8.1.2.	3 rd TH:Re8.1.3.
<p>a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Consider multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.</p> <p>c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</p>			
Kindergarten TH:Re9.1.K.	1 st TH:Re9.1.1.	2 nd TH:Re9.1.2.	3 rd TH:Re9.1.3.
<p>a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.</p> <p>c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Understand how and why groups evaluate drama/theatre work.</p> <p>b. Consider and analyze technical elements from multiple drama/theatre works.</p> <p>c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.</p>

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Empathize</p> <p>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>			
Kindergarten TH:Cn10.1.K.	1st TH:Cn10.1.1.	2nd TH:Cn10.1.2.	3rd TH:Cn10.1.3.
With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Interrelate</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>			
Kindergarten TH:Cn11.1.K.	1st TH:Cn11.1.1.	2nd TH:Cn11.1.2.	3rd TH:Cn11.1.3.
With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	Identify connections to community, social issues and other content areas in drama/theatre work.

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Research</p> <p>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p> <p>Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>			
Kindergarten TH:Cn11.2.K.	1 st TH:Cn11.2.-1.	2 nd TH:Cn11.2.2.	3 rd TH:Cn11.2.3.
<p>a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Explore how stories are adapted from literature to drama/theatre work.</p> <p>b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.</p>

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p>			
Kindergarten VA:Cr1.1.K	1 st VA:Cr1.1.1	2 nd VA:Cr1.1.2	3 rd VA:Cr1.1.3
Engage in exploration and imaginative play with materials.	Engage collaboratively in exploration and imaginative play with materials.	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Essential Question: How does knowing the contexts histories, and traditions of art 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>			
Kindergarten VA:Cr1.2.K	1 st VA:Cr1.2.1	2 nd VA:Cr1.2.2	3 rd VA:Cr1.2.3
Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>			
Kindergarten VA:Cr2.1.K	1 st VA:Cr2.1.1	2 nd VA:Cr2.1.2	3 rd VA:Cr2.1.3
Through experimentation, build skills in various media and approaches to art-making.	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Question: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p>			
Kindergarten VA:Cr2.2.K	1 st VA:Cr2.2.1	2 nd VA:Cr2.2.2	3 rd VA:Cr2.2.3
Identify safe and non-toxic art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>			
Kindergarten VA:Cr2.3.K	1 st VA:Cr2.3.1	2 nd VA:Cr2.3.2	3 rd VA:Cr2.3.3
Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose objects to make something new.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Reflect- Refine- Complete</p> <p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>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?</p>			
Kindergarten VA:Cr3.1.K	1 st VA:Cr3.1.1	2 nd VA:Cr3.1.2	3 rd VA:Cr3.1.3
Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>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.</p> <p>Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>			
Kindergarten VA:Pr4.1.K	1 st VA:Pr4.1.1	2 nd VA:Pr4.1.2	3 rd VA:Pr4.1.3
Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Analyze</p> <p>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.</p> <p>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?</p>			
Kindergarten VA:Pr5.1.K	1 st VA:Pr5.1.1	2 nd VA:Pr5.1.2	3 rd VA:Pr5.1.3
Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements, for presentation.

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share</p> <p>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.</p> <p>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?</p>			
Kindergarten VA:Pr6.1.K	1 st VA:Pr6.1.1	2 nd VA:Pr6.1.2	3 rd VA:Pr6.1.3
Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>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.</p> <p>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?</p>			
Kindergarten VA:Pr7.1.K	1 st VA:Pr7.1.1	2 nd VA:Pr7.1.2	3 rd VA:Pr7.1.3
Identify uses of art within one’s personal environment.	Select and describe works of art that illustrate daily life experiences of one’s self and others.	Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>			
Kindergarten VA:Re7.2.K	1st VA:Re7.2.1	2nd VA:Re7.2.2	3rd VA:Re7.2.3
Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties.	Determine messages communicated by an image.

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>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?</p>			
Kindergarten VA:Re8.1.K	1st VA:Re8.1.1	2nd VA:Re8.1.2	3rd VA:Re8.1.3
Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the characteristics of form.	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>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?</p>			
Kindergarten VA:Re9.1.K	1st VA:Re9.1.1	2nd VA:Re9.1.2	3rd VA:Re9.1.3
Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria.

Discipline: Visual Arts		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>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?</p>			
Kindergarten VA:Cn10.1.K	1st VA:Cn10.1.1	2nd VA:Cn10.1.2	3rd VA:Cn10.1.3
Create art that tells a story about a life experience.	Identify times, places, and reasons by which students make art outside of school.	Create works of art about events in home, school, or community life.	Develop a work of art based on observations of surroundings.

Discipline: Visual Arts		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>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?</p>			
Kindergarten VA:Cn11.1.K	1st VA:Cn11.1.1	2nd VA:Cn11.1.2	3rd VA:Cn11.1.3
Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.

INTERMEDIATE EDUCATION

Intermediate Education

The intermediate grades, most often viewed as grades four and five, build upon the integrated approach to curriculum that begins in a student's primary years. The intermediate program sets high expectations for all students through a rigorous curriculum that focuses on *Kentucky's Learning Goals, Academic Expectations* and the developmental characteristics of pre-adolescent children.

The fourth-grade program continues to address the intellectual, social, emotional, aesthetic and physical needs of fourth-grade students, thereby supporting their successful transition from the primary program. The fifth-grade program provides a continuation and extension of learning from the primary and fourth-grade programs and prepares students for transition to the middle level program.

Content included in this document for the intermediate level is arranged sequentially by grade. However, it is the prerogative of school councils to reorganize the content into a format that best meets the needs of the school's students. This allows schools the opportunity to create integrated, interdisciplinary or multidisciplinary programs.

INTERMEDIATE VISUAL AND PERFORMING ARTS

Kentucky Academic Standards – Visual and Performing Arts – Intermediate Level Grades 4 and 5

The visual and performing arts instructional program in the intermediate level continues with the exploration of the art forms of dance, media arts, music, theatre and visual arts. Instructional emphasis at the intermediate level should continue to be on exposing students to a variety of arts through active experiences. This exploration includes the continuation of arts literacy development, simple analysis and critique of the arts and active sharing of their work with others. Students should be making connections between the arts and their own personal experiences, along with connections to how the arts convey meaning and reflect human experience. Students demonstrate more confidence in applying the arts to communicate meaning and through their choices in the use of arts elements and principles.

The Standards

The standards are directly related to the *National Core Arts Standards*. These are process standards, which are designed to engage students in artistic processes and creative expression as put forward in Senate Bill 1 (2009), KRS 158:6451, Section 1, Schools shall develop their students' ability to: "Express their creative talents and interests in visual arts, music, dance and dramatic arts".

Standards Organization

The standards are organized around four arts processes:

1. **Creating:** Conceiving and developing new artistic ideas and work

Creating involves planning and creating new dance, media arts, music, theatre or visual arts. Creating may involve improvising in music, dance or theatre. Improvising is the composing of new music, reciting/acting new dramatic material or creating new dance movements on the spur of the moment.

2. **Performing/Producing/Presenting:** Realizing artistic ideas and work through interpretation and presentation

Performing is limited to the performing arts of music, dance and theatre. Performing generally involves sharing previously created works with an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations within the performance.

Producing is the process of sharing work in the area of media arts. Since media arts productions do not result in performances, the sharing process is different from the performing arts. Media artists still follow the same steps in the creation of works and preparation of works for sharing with others; however, the result is more often a product, such as a video or video game.

Presenting is often associated with sharing in more formal settings, such as exhibition in the visual arts. The same steps to prepare works for presenting are considered-the audience, venue and communication aspects of an exhibition.

3. **Responding:** Understanding and evaluating how the arts convey meaning

Responding to the arts involves having the viewer take a close look to interpret the meanings in artistic works. The arts are created for the purpose of communication. Responding to them engages a thinking process that enables the viewer/audience to gather the intent of the work and the message being share by the artist.

Responding also involves the process of evaluating art works. The viewer/audience will apply criteria to evaluate the effectiveness of artistic works.

4. **Connecting:** Relating artistic ideas and work with personal meaning and external context

Connecting involves both looking inward and outward. Artists use personal experiences and gained knowledge to inform their own creative works. They also relate artistic ideas with the world around them – to society, culture and history. This deepens the understanding of the work and appreciation of those who create the arts.

Anchor Standards

There are eleven Anchor Standards that are common across all art forms. These standards illustrate steps that are taken within each of the Artistic Processes.

Performance Standards

Each artistic discipline has a set of performance standards. These standards illustrate what each of the Anchor Standards might look like as students engage in the Artistic Processes within an artistic discipline. Performance standard are written for pre-kindergarten through eighth grade as grade level standards and at the high school in three proficiency levels: Proficient, Accomplished and Advanced. All Performance Standards align to the eleven overarching Anchor Standards.

Discipline: Dance	Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Process Component: Explore</p> <p>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Essential Question: Where do choreographers get ideas for dances?</p>	
<p>4th DA:Cr1.1.4</p>	<p>5th DA:Cr1.1.5</p>
<p>a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</p> <p>b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.</p>	<p>a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p> <p>b. Construct and solve multiple movement problems to develop choreographic content.</p>

Discipline: Dance	Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan</p> <p>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Essential Question: What influences choice-making in creating choreography?</p>	
<p>4th DA:Cr2.1.4</p>	<p>5th DA:Cr2.1.5</p>
<p>a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.</p> <p>b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.</p>	<p>a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.</p> <p>b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p>

Discipline: Dance	Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Revise</p> <p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	
4 th DA:Cr3.1.4	5 th DA:Cr3.1.5
<p>a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.</p> <p>b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).</p>	<p>a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.</p> <p>b. Record changes in a dance sequence through writing, symbols, or a form of media technology.</p>

Discipline: Dance	Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Express</p> <p>Enduring Understanding: Space, time, and energy are basic elements of dance.</p> <p>Essential Question: How do dancers work with space, time and energy to communicate artistic expression?</p>	
4 th DA:Pr4.1.4	5 th DA:Pr4.1.5
<p>a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.</p> <p>b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.</p> <p>c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.</p>	<p>a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.</p> <p>b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.</p> <p>c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.</p>

Discipline: Dance	Artistic Process: Performing
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Embody</p> <p>Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
4 th DA:Pr5.1.4	5 th DA:Pr5.1.5
<p>a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.</p> <p>b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.</p> <p>c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.</p>	<p>a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p> <p>b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.</p> <p>c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>

Discipline: Dance	Artistic Process: Performing
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question: How does a dancer heighten artistry in a public performance?</p>	
4 th DA:Pr6.1.4	5 th DA:Pr6.1.5
<p>a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).</p> <p>b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</p>	<p>a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p>

Discipline: Dance	Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.</p> <p>Essential Question: How is a dance understood?</p>	
4 th DA:Re.7.1.4	5 th DA:Re.7.1.5
<p>a. Find patterns of movement in dance works that create a style or theme.</p> <p>b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p>	<p>a. Find meaning or artistic intent from the patterns of movement in a dance work.</p> <p>b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p>

Discipline: Dance	Artistic Process: Responding
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>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.</p> <p>Essential Question: How is dance interpreted?</p>	
4 th DA:Re8.1.4	5 th DA:Re8.1.5
Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

Discipline: Dance	Artistic Process: Responding
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Critique</p> <p>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>Essential Question: What criteria are used to evaluate dance?</p>	
4 th DA:Re9.1.4	5 th DA:Re9.1.5
Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.	Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

Discipline: Dance	Artistic Process: Connecting
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>	
4 th DA:Cn10.1.4	5 th DA:Cn10.1.5
<p>a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.</p> <p>b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.</p>	<p>a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p> <p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>

Discipline: Dance	Artistic Process: Connecting
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>	
4 th DA:Cn11.1.4	5 th DA:Cn11.1.5
<p>Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</p>	<p>Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>

Discipline: Media Arts	Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Conceive</p> <p>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.</p> <p>Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?</p>	
4 th (MA:Cr1.1.4)	5 th (MA:Cr1.1.5)
Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

Discipline: Media Arts	Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p>Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</p>	
4 th (MA:Cr2.1.4)	5 th (MA:Cr2.1.5)
Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

Discipline: Media Arts	Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Construct</p> <p>Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p>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?</p>	
4 th (MA:Cr3.1.4)	5 th (MA:Cr3.1.5)
<p>a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.</p> <p>b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.</p>	<p>a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.</p> <p>b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.</p>

Discipline: Media Arts	Artistic Process: Producing
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Integrate</p> <p>Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.</p> <p>Essential Question: How are complex media arts experiences constructed?</p>	
4 th (MA:Pr4.1.4)	5 th (MA:Pr4.1.5)
<p>Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.</p>	<p>Create media artworks through the integration of multiple contents and forms, such as a media broadcast.</p>

Discipline: Media Arts	Artistic Process: Producing
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Practice</p> <p>Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p>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?</p>	
4 th (MA:Pr5.1.4)	5 th (MA:Pr5.1.5)
<p>a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.</p> <p>b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.</p> <p>c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.</p>	<p>a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.</p> <p>b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.</p> <p>c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.</p>

Discipline: Media Arts	Artistic Process: Producing
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p>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?</p>	
4 th (MA:Pr6.1.4)	5 th (MA:Pr6.1.5)
<p>a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.</p> <p>b. Explain results of and improvements for presenting media artworks.</p>	<p>a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.</p> <p>b. Compare results of and improvements for presenting media artworks.</p>

Discipline: Media Arts	Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.</p> <p>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?</p>	
4 th (MA:Re7.1.4)	5 th (MA:Re7.1.5)
<p>a. Identify, describe, and explain how messages are created by components in media artworks.</p> <p>b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.</p>	<p>a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.</p> <p>b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.</p>

Discipline: Media Arts	Artistic Process: Responding
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.</p> <p>Essential Question: How do people relate to and interpret media artworks?</p>	
4 th (MA:Re8.1.4)	5 th (MA:Re8.1.5)
Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.	Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

Discipline: Media Arts	Artistic Process: Responding
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.</p> <p>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?</p>	
4 th (MA:Re9.1.4)	5 th (MA:Re9.1.5)
Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.	Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

Discipline: Media Arts	Artistic Process: Connecting
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Media artworks synthesize meaning and form cultural experience.</p> <p>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?</p>	
4 th (MA:Cn10.1.4)	5 th (MA:Cn10.1.5)
<p>a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.</p> <p>b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.</p>	<p>a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.</p> <p>b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.</p>

Discipline: Media Arts	Artistic Process: Connecting
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p>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?</p>	
4 th (MA:Cn11.1.4)	5 th (MA:Cn11.1.5)
<p>a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.</p> <p>b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.</p>	<p>a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.</p> <p>b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.</p>

Discipline: Music	Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Imagine</p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>	
4 th MU:Cr1.1.4	5 th MU:Cr1.1.5
<p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p>	<p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p>

Discipline: Music	Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan and Make</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>	
4 th MU:Cr2.1.4	5 th MU:Cr2.1.5
<p>a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>

Discipline: Music	Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Evaluate and Refine</p> <p>Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p>	
4 th MU:Cr3.1.4	5 th MU:Cr3.1.5
Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Discipline: Music	Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: When is creative work ready to share?</p>	
4 th MU:Cr3.2.4	5 th MU:Cr3.2.5
Present the final version of personal created music to others, and explain connection to expressive intent.	Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Discipline: Music	Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question: How do performers select repertoire?</p>	
4 th MU:Pr4.1.4	5 th MU:Pr4.1.5
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.

Discipline: Music	Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>	
4 th MU:Pr4.2.4	5 th MU:Pr4.2.5
<p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p>b. When analyzing selected music, read and perform using iconic and/or standard notation.</p> <p>c. Explain how context (such as social and cultural) informs a performance.</p>	<p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>b. When analyzing selected music, read and perform using standard notation.</p> <p>c. Explain how context (such as social, cultural, and historical) informs performances.</p>

Discipline: Music	Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question: How do performers interpret musical works?</p>	
4 th MU:Pr4.3.4	5 th MU:Pr4.3.5
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Discipline: Music	Artistic Process: Performing
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Rehearse, Evaluate, Refine</p> <p>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.</p> <p>Essential Question: How do musicians improve the quality of their performance?</p>	
4 th MU:Pr5.1.4	5 th MU:Pr5.1.5
<p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>	<p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>

Discipline: Music	Artistic Process: Performing
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p> <p>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?</p>	
4th MU:Pr6.1.4	5th MU:Pr6.1.5
<p>a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	<p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>

Discipline: Music	Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p>	
4th MU:Re7.1.4	5th MU:Re7.1.5
<p>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>

Discipline: Music	Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>	
4th MU:Re7.2.4	5th MU:Re7.2.5
Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Discipline: Music	Artistic Process: Responding
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern the musical creators' and performers' expressive intent?</p>	
4th MU:Re8.1.4	5th MU:Re8.1.5
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

Discipline: Music	Artistic Process: Responding
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>	
4th MU:Re9.1.4	5th MU:Re9.1.5
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Discipline: Music	Artistic Process: Connecting
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Essential Question: How do musicians make meaningful connections to creating, performing, and responding?</p>	
4th MU:Cn10.1.4	5th MU:Cn10.1.5
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Discipline: Music	Artistic Process: Connecting
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
4th MU:Cn11.1.4	5th MU:Cn11.1.5
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Discipline: Theatre	Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Envision/Conceptualize</p> <p>Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>	
4 th TH:Cr1.1.4.	5 th TH:Cr.1.1.5.
<p>a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.</p> <p>b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.</p> <p>c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.</p>	<p>a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.</p> <p>b. Propose design ideas that support the story and given circumstances in a drama/theatre work.</p> <p>c. Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/ theatre work</p>

Discipline: Theatre	Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.</p> <p>Essential Question: How, when, and why do theatre artists’ choices change?</p>	
4 th TH:Cr2.1.4.	5 th TH:Cr2.1.5.
<p>a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.</p> <p>b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.</p>	<p>a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.</p> <p>b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.</p>

Discipline: Theatre	Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Rehearse</p> <p>Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Essential Question: How do theatre artists transform and edit their initial ideas?</p>	
4 th TH:Cr3.1.4.	5 th TH:Cr3.1.5.
<p>a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.</p> <p>b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.</p> <p>c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>	<p>a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.</p> <p>b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.</p> <p>c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>

Discipline: Theatre	Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.</p> <p>Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?</p>	
4 th TH:Pr4.1.4.	5 th TH:Pr4.1.5.
<p>a. Modify the dialogue and action to change the story in a drama/theatre work.</p> <p>b. Make physical choices to develop a character in a drama/theatre work.</p>	<p>a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p> <p>b. Use physical choices to create meaning in a drama/theatre work.</p>

Discipline: Theatre	Artistic Process: Performing
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Prepare</p> <p>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>Essential Question: What can I do to fully prepare a performance or technical design?</p>	
4 th TH:Pr5.1.4.	5 th TH:Pr5.1.5.
<p>a. Practice selected exercises that can be used in a group setting for drama/theatre work.</p> <p>b. Propose the use of technical elements in a drama/theatre work.</p>	<p>a. Choose acting exercises that can be applied to a drama/theatre work.</p> <p>b. Demonstrate the use of technical elements in a drama/theatre work.</p>

Discipline: Theatre	Artistic Process: Performing
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share, Present</p> <p>Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Essential Question: What happens when theatre artists and audiences share a creative experience?</p>	
4 TH:Pr6.1.4.	5 TH:Pr6.1.5.
<p>Share small-group drama/theatre work, with peers as audience.</p>	<p>Present drama/theatre work informally to an audience.</p>

Discipline: Theatre	Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Reflect</p> <p>Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>	
4 th TH:Re7.1.4.	5 th TH:Re7.1.5.
Identify artistic choices made in a drama/theatre work through participation and observation.	Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

Discipline: Theatre	Artistic Process: Responding
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Essential Question: How can the same work of art communicate different messages to different people?</p>	
4 th TH:Re8.1.4.	5 th TH:Re8.1.5.
<p>a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.</p> <p>c. Identify and discuss physiological changes connected to emotions in drama/theatre work.</p>	<p>a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.</p> <p>b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</p> <p>c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p>

Discipline: Theatre	Artistic Process: Responding
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</p>	
4 th TH:Re9.1.4.	5 th TH:Re9.1.5.
<p>a. Propose a plan to evaluate drama/theatre work.</p> <p>b. Investigate how technical elements may support a theme or idea in a drama/theatre work.</p> <p>c. Observe how a character’s choices impact an audience’s perspective in a drama/theatre work.</p>	<p>a. Develop and implement a plan to evaluate drama/theatre work.</p> <p>b. Assess how technical elements represent the theme of a drama/theatre work.</p> <p>c. Recognize how a character’s circumstances impact an audience’s perspective in a drama/theatre work.</p>

Discipline: Theatre	Artistic Process: Connecting
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Empathize</p> <p>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>	
4 th TH:Cn10.1.4.	5 th TH:Cn10.1.5.
<p>Identify the ways drama/theatre work reflects the perspectives of a community or culture.</p>	<p>Explain how drama/theatre connects oneself to a community or culture.</p>

Discipline: Theatre	Artistic Process: Connecting
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Interrelate</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	
4 th TH:Cn11.1.4.	5 th TH:Cn11.1.5.
Respond to community and social issues and incorporate other content areas in drama/theatre work.	Investigate historical, global and social issues expressed in drama/theatre work.

Discipline: Theatre	Artistic Process: Connecting
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Research</p> <p>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p> <p>Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	
4 th TH:Cn11.2.4.	5 th TH:Cn11.2.5.
<p>a. Investigate cross-cultural approaches to storytelling in drama/theatre work.</p> <p>b. Compare the drama/theatre conventions of a given time period with those of the present.</p>	<p>a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.</p> <p>b. Identify historical sources that explain drama/theatre terminology and conventions.</p>

Discipline: Visual Arts	Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>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?</p>	
4 th VA:Cr1.1.4	5 th VA:Cr1.1.5
Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.

Discipline: Visual Arts	Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Essential Question: How does knowing the contexts histories, and traditions of art 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>	
4 th VA:Cr1.2.4	5 th VA:Cr1.2.5
Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Discipline: Visual Arts	Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	
4 th VA:Cr2.1.4	5 th VA:Cr2.1.5
Explore and invent art-making techniques and approaches.	Experiment and develop skills in multiple art-making techniques and approaches through practice.

Discipline: Visual Arts	Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Question: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p>	
4 th VA:Cr2.2.4	5 th VA:Cr2.2.5
When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Discipline: Visual Arts	Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	
4 th VA:Cr2.3.4	5 th VA:Cr2.3.5
Document, describe, and represent regional constructed environments.	Identify, describe, and visually document places and/or objects of personal significance.

Discipline: Visual Arts	Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Reflect- Refine- Complete</p> <p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>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?</p>	
4 th VA:Cr3.1.4	5 th VA:Cr3.1.5
Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices in art-making.

Discipline: Visual Arts	Artistic Process: Presenting
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>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.</p> <p>Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	
4 th VA:Pr4.1.4	5 th VA:Pr4.1.5
Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Discipline: Visual Arts	Artistic Process: Presenting
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Analyze</p> <p>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.</p> <p>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?</p>	
4 th VA:Pr5.1.4	5 th VA:Pr5.1.5
Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Discipline: Visual Arts	Artistic Process: Presenting
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share</p> <p>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.</p> <p>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?</p>	
4 th VA:Pr6.1.4	5 th VA:Pr6.1.5
Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Discipline: Visual Arts	Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>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.</p> <p>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?</p>	
4 th VA:Pr7.1.4	5 th VA:Pr7.1.5
Compare responses to a work of art before and after working in similar media.	Compare one's own interpretation of a work of art with the interpretation of others.

Discipline: Visual Arts	Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	
4 th VA:Re7.2.4	5 th VA:Re7.2.5
Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery.

Discipline: Visual Arts	Artistic Process: Responding
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>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?</p>	
4 th VA:Re8.1.4	5 th VA:Re8.1.5
Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Discipline: Visual Arts	Artistic Process: Responding
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>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?</p>	
4 th VA:Re9.1.4	5 th VA:Re9.1.5
Apply one set of criteria to evaluate more than one work of art.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Discipline: Visual Arts	Artistic Process: Connecting
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>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?</p>	
4 th VA:Cn10.1.4	5 th VA:Cn10.1.5
Create works of art that reflect community cultural traditions.	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Discipline: Visual Arts	Artistic Process: Connecting
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>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?</p>	
<p style="text-align: center;">4th VA:Cn11.1.4</p>	<p style="text-align: center;">5th VA:Cn11.1.5</p>
<p>Through observation, infer information about time, place, and culture in which a work of art was created.</p>	<p>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>

SECONDARY EDUCATION

Secondary: Middle Level and High School Education

In the 21st century, Kentucky's students' successful transition to postsecondary education, the workforce, and the military requires a middle level and high school education program that provide a range of relevant, meaningful and rigorous academic opportunities anchored in real-life contexts for learning. At these levels, schools support students in developing a personal connection to the school and caring adults. The curriculum reflects the core belief that all students are capable of learning at high levels and focuses on the goal of preparing every student for active, responsible citizenship and lifelong learning.

Students at the middle and high school levels are developing possible career interests and exploring careers while continuing to develop a strong academic foundation through a variety of learning opportunities. As students' progress through the middle and high school level programs, students increase their depth of knowledge and understandings of the content areas, develop and apply more advanced skills and concepts to support their understandings, and increase the complexity of the application and integration of knowledge. In order to achieve these results, districts and schools assist students in planning for their choices and provide the opportunity for each student to learn. Schools provide individual supports for learning that are essential for students to access the curriculum, achieve at high levels and maximize successful transition to postsecondary choices.

The goal of secondary education is to make the middle level and high school experience meaningful for every student. The Kentucky Board of Education has established the following expectations for secondary education:

- Every student will graduate and hold a diploma that credentials proficiency and college and work place readiness. The diploma will be a student's passport to the next level of learning and career opportunity.
- Every student's educational experience will be guided by an Individual Learning Plan (ILP) for lifelong learning. The student will be supported by participation in a rigorous curriculum, an environment of high expectations and relevant learning opportunities.
- Every student will be engaged in ongoing, meaningful conversations with educators, parents and other caring adults who place high priority on helping that student reach his or her learning goals.

Individual Learning Plan

Beginning with the graduating class of 2013, all Kentucky students will have an Individual Learning Plan (ILP) by the end of the sixth grade year to guide their middle level and high school learning experiences. An ILP is a comprehensive learning plan that emphasizes academic and career development for each student. A district shall implement a comprehensive advising and guidance process throughout the middle level and high school experience to provide support for the development and implementation of an ILP for each student.

Local districts shall develop a method to evaluate the effectiveness and the impact of the ILP process. The evaluation method shall include input from students, parents and school staff. As part of the evaluation criteria, the district shall include, but not be limited to, Transition to Adult Life data.

Middle level and high schools within each district will work cooperatively to ensure that each student and parent receives information regarding:

- Relationship between educational and career opportunities
- Financial planning for postsecondary education

The ILP shall be readily available to each student and his or her parent. Through the advising and guidance process, the ILP is reviewed and approved at least annually by the students, parents and school officials.

The sixth- and seventh-grade years of the ILP process are focused on career exploration and related postsecondary education and training. During the eighth-grade year, teachers, students and parents will set learning goals for the student based on academic and career interests. The completed ILP shall identify required academic courses, electives and extracurricular opportunities aligned to the student's postsecondary goals.

The district and school shall use information from the ILP about student needs to plan academic and elective offerings. Information regarding individual student achievement contained in the ILP and discussed through the advising and guidance process will serve to identify additional supports and interventions that may be necessary for each student's success.

ILPs are not static documents; they change as students' progress and as goals change. Schools should develop multiple guidance and advising strategies to ensure that timely and accurate information is available to students as they reassess their ILPs a minimum of once a year.

MIDDLE LEVEL EDUCATION

Middle Level Education

The middle level program, most often viewed as grades six through eight, expands and extends students' learning from the elementary grades and prepares them for the high school experience. It reflects a challenging academic curriculum, provides a variety of relevant learning experiences and supports the developmental needs of students through ongoing, structured relationships with teachers, peers, counselors and other adults. Students at the middle level continue to develop and expand their abilities to solve problems, make connections and integrate knowledge within and across content areas as well as to their own life. They reason and communicate their ideas.

The content standards outlined in the *Kentucky Academic Standards* define the middle level curriculum necessary to meet the minimum high school graduation requirements. In addition, effective middle level programs should encompass more than the content outlined in the *Kentucky Academic Standards* to fully address Kentucky's learning goals and academic expectations.

Age-appropriate, relevant classroom experiences that enrich and enhance the curriculum should be included in middle level programs. These opportunities should support academic learning and foster fitness and health. They allow students to pursue personal interests, explore career options and experience the arts. These opportunities may be provided through exploratory or enrichment classes or by integration into the curriculum.

An effective formal advising and guidance process typically provides all students with at least one adult mentor at the school to guide and encourage them to take rigorous academic courses and to remind them that doing well in school matters to future success.

Content documents for the middle level are arranged sequentially by grade. Schools have the opportunity to create integrated, interdisciplinary or multidisciplinary programs that personalize the educational process for all students and ensure a successful transition to high school.

MIDDLE LEVEL VISUAL AND PERFORMING ARTS

Kentucky Academic Standards – Visual and Performing Arts –

Middle Level

Grades 6-8

The visual and performing arts program in the middle level centers on establishing grounding in the arts so that students are able to communicate at a basic level in each of the art forms of dance, media arts, music, theatre and visual arts. Emphasis should be placed on exposing students to a variety of arts through active experiences. Students may have already begun to, or at this level may choose to, focus on one art form for more in-depth study. This more in-depth study will help students to prepare should they choose specialization in an art form at the high school level. Working toward this grounding in the arts engages students in arts literacy development, analysis and critique of the arts and active sharing of their own work with others.

The Standards

The standards are directly related to the *National Core Arts Standards*. These are process standards, which are designed to engage students in artistic processes and creative expression as put forward in Senate Bill 1 (2009), KRS 158:6451, Section 1, Schools shall develop their students' ability to: "Express their creative talents and interests in visual arts, music, dance and dramatic arts".

Standards Organization

The standards are organized around four arts processes:

1. **Creating:** Conceiving and developing new artistic ideas and work

Creating involves planning and creating new dance, media arts, music, theatre or visual arts. Creating may involve improvising in music, dance or theatre. Improvising is the composing of new music, reciting/acting new dramatic material or creating new dance movements on the spur of the moment.

2. **Performing/Producing/Presenting:** Realizing artistic ideas and work through interpretation and presentation

Performing is limited to the performing arts of music, dance and theatre. Performing generally involves sharing previously created works with an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations within the performance.

Producing is the process of sharing work in the area of media arts. Since media arts productions do not result in performances, the sharing process is different from the performing arts. Media artists still follow the same steps in the creation of works and preparation of works for sharing with others; however, the result is more often a product, such as a video or video game.

Presenting is often associated with sharing in more formal settings, such as exhibition in the visual arts. The same steps to prepare works for presenting are considered-the

3. **Responding:** Understanding and evaluating how the arts convey meaning

Responding to the arts involves having the viewer take a close look to interpret the meanings in artistic works. The arts are created for the purpose of communication. Responding to them engages a thinking process that enables the viewer/audience to gather the intent of the work and the message being shared by the artist.

Responding also involves the process of evaluating art works. The viewer/audience will apply criteria to evaluate the effectiveness of artistic works.

4. **Connecting:** Relating artistic ideas and work with personal meaning and external context

Connecting involves both looking inward and outward. Artists use personal experiences and gained knowledge to inform their own creative works. They also relate artistic ideas with the world around them – to society, culture and history. This deepens the understanding of the work and appreciation of those who create the arts.

Anchor Standards

There are eleven Anchor Standards that are common across all art forms. These standards illustrate steps that are taken within each of the Artistic Processes.

Performance Standards

Each artistic discipline has a set of performance standards. These standards illustrate what each of the Anchor Standards might look like as students engage in the Artistic Processes within an artistic discipline. Performance standards are written for pre-kindergarten through eighth grade as grade level standards and at the high school in three proficiency levels: Proficient, Accomplished, Advanced. All Performance Standards align to the eleven overarching Anchor Standards.

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Explore</p> <p>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Essential Question: Where do choreographers get ideas for dances?</p>			
6 th DA:Cr1.1.6	7 th DA:Cr1.1.7	8 th DA:Cr1.1.8	
<p>a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).</p> <p>b. Explore various movement vocabularies to transfer ideas into choreography.</p>	<p>a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.</p> <p>b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.</p>	<p>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.</p> <p>b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate Intent.</p>	

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Process Component: Plan</p> <p>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Essential Question: What influences choice-making in creating choreography?</p>			
6 th DA:Cr2.1.6	7 th DA:Cr2.1.7	8 th DA:Cr2.1.8	
<p>a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.</p> <p>b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.</p>	<p>a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.</p> <p>b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.</p>	<p>a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.</p> <p>b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.</p>	

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Revise</p> <p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>			
6th DA:Cr3.1.6	7th DA:Cr3.1.7	8th DA:Cr3.1.8	
<p>a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p> <p>b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.</p>	<p>a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.</p> <p>b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.</p>	<p>a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</p> <p>b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.</p>	

Discipline: Dance		Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Express</p> <p>Enduring Understanding: Space, time, and energy are basic elements of dance.</p> <p>Essential Question: How do dancers work with space, time and energy to communicate artistic expression?</p>		
6th DA:Pr4.1.6	7th DA:Pr4.1.7	8th DA:Pr4.1.8
<p>a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.</p> <p>c. Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.</p>	<p>a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.</p> <p>b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p> <p>c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</p>	<p>a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p>b. Analyze and select metric, kinetic, and breathe phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in Different body parts at the same time.</p> <p>c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>

Discipline: Dance		Artistic Process: Performing
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Embody</p> <p>Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>		
6th DA:Pr5.1.6	7th DA:Pr5.1.7	8th DA:Pr5.1.8
<p>a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.</p> <p>b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.</p> <p>c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.</p>	<p>a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).</p> <p>b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.</p> <p>c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).</p>	<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p> <p>b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.</p> <p>c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).</p>

Discipline: Dance		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question: How does a dancer heighten artistry in a public performance?</p>			
6th DA:Pr6.1.6	7th DA:Pr6.1.7	8th DA:Pr6.1.8	
<p>a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p> <p>b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.</p>	<p>a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</p>	

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.</p> <p>Essential Question: How is a dance understood?</p>			
6th DA:Re.7.1.6	7th DA:Re.7.1.7	8th DA:Re.7.1.8	
<p>a. Describe or demonstrate recurring patterns of movement and their relationships in dance.</p> <p>b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>a. Compare, contrast, and discuss patterns of movement and their relationships in dance.</p> <p>b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>	

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>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.</p> <p>Essential Question: How is dance interpreted?</p>			
6 th DA:Re8.1.6	7 th DA:Re8.1.7	8 th DA:Re8.1.8	
<p>Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.</p>	<p>Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.</p>	<p>Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.</p>	

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Critique</p> <p>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>Essential Question: What criteria are used to evaluate dance?</p>			
6 th DA:Re9.1.6	7 th DA:Re9.1.7	8 th DA:Re9.1.8	
<p>a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.</p>	<p>a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.</p>	<p>a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>	

Discipline: Dance		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>			
6th DA:Cn10.1.6	7th DA:Cn10.1.7	8th DA:Cn10.1.8	
<p>a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one’s attitudes and movement preferences.</p> <p>b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</p>	<p>a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one’s own movement characteristics or qualities and how different perspectives are communicated.</p> <p>b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.</p>	<p>a. Relate connections found between different dances and discuss the relevance of the connections to the development of one’s personal perspectives.</p> <p>b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</p>	

Discipline: Dance		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>			
6th DA:Cn11.1.6	7th DA:Cn11.1.7	8th DA:Cn11.1.8	
Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.	Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Conceive</p> <p>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.</p> <p>Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?</p>			
6th (MA:Cr1.1.6)	7th (MA:Cr1.1.7)	8th (MA:Cr1.1.8)	
Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.	Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.	

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p>Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</p>			
6th (MA:Cr2.1.6)	7th (MA:Cr2.1.7)	8th (MA:Cr2.1.8)	
Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Construct</p> <p>Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p>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?</p>			
6 th (MA:Cr3.1.6)	7 th (MA:Cr3.1.7)	8 th (MA:Cr3.1.8)	
<p>a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.</p> <p>b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.</p>	<p>a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.</p> <p>b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.</p>	<p>a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.</p> <p>b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.</p>	

Discipline: Media		Artistic Process: Producing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Integrate</p> <p>Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.</p> <p>Essential Question: How are complex media arts experiences constructed?</p>			
6th (MA:Pr4.1.6)	7th (MA:Pr4.1.7)	8th (MA:Pr4.1.8)	
Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance	Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.	

Discipline: Media Arts		Artistic Process: Producing
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Practice</p> <p>Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p>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?</p>		
6th (MA:Pr5.1.6)	7th (MA:Pr5.1.7)	8th (MA:Pr5.1.8)
<p>a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.</p> <p>b. Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.</p> <p>c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.</p>	<p>a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.</p> <p>b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.</p> <p>c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.</p>	<p>a. Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.</p> <p>b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.</p> <p>c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.</p>

Discipline: Media Arts		Artistic Process: Producing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p>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?</p>			
6th (MA:Pr6.1.6)		7th (MA:Pr6.1.7)	
<p>a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.</p> <p>b. Analyze results of and improvements for presenting media artworks.</p>		<p>a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.</p> <p>b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.</p>	
6th (MA:Pr6.1.6)		8th (MA:Pr6.1.8)	
		<p>a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.</p> <p>b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.</p>	

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.</p> <p>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?</p>			
6 th (MA:Re7.1.6)	7 th (MA:Re7.1.7)	8 th (MA:Re7.1.8)	
<p>a. Identify, describe, and analyze how message and meaning are created by components in media artworks.</p> <p>b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.</p>	<p>a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.</p> <p>b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.</p>	<p>a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.</p> <p>b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.</p>	

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.</p> <p>Essential Question: How do people relate to and interpret media artworks?</p>			
6 th (MA:Re8.1.6)	7 th (MA:Re8.1.7)	8 th (MA:Re8.1.8)	
<p>Analyze the intent of a variety of media artworks, using given criteria.</p>	<p>Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.</p>	<p>Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.</p>	

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.</p> <p>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?</p>			
6th (MA:Re9.1.6)	7th (MA:Re9.1.7)	8th (MA:Re9.1.8)	
Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.	Evaluate media art works and production processes with developed criteria, considering context and artistic goals.	

Discipline: Media Arts		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Media artworks synthesize meaning and form cultural experience.</p> <p>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?</p>			
6th (MA:Cn10.1.6)	7th (MA:Cn10.1.7)	8th (MA:Cn10.1.8)	
<p>a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.</p> <p>b. Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.</p>	<p>a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.</p> <p>b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.</p>	<p>a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.</p> <p>b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.</p>	

Discipline: Media Arts		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p>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?</p>			
6th (MA:Cn11.1.6)	7th (MA:Cn11.1.7)	8th (MA:Cn11.1.8)	
<p>a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.</p> <p>b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.</p>	<p>a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.</p> <p>b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.</p>	<p>a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.</p> <p>b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.</p>	

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Imagine</p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>			
6th MU:Cr1.1.6	7th MU:Cr1.1.7	8th MU:Cr1.1.8	
Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan and Make</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>			
6th MU:Cr2.1.6	7th MU:Cr2.1.7	8th MU:Cr2.1.8	
<p>a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p>	<p>a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p>a. Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</p> <p>b. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>	

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Evaluate and Refine</p> <p>Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p>			
6 th MU:Cr3.1.6	7 th MU:Cr3.1.7	8 th MU:Cr3.1.8	
<p>a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</p>	<p>a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</p> <p>b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</p>	<p>a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.</p> <p>b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p>	

Discipline: Music		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: When is creative work ready to share?</p>			
6 th MU:Cr3.2.6	7 th MU:Cr3.2.7	8 th MU:Cr3.2.8	
Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question: How do performers select repertoire?</p>			
6 th MU:Pr4.1.6	7 th MU:Pr4.1.7	8 th MU:Pr4.1.8	
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.	

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>			
6th MU:Pr4.2.6	7th MU:Pr4.2.7	8th MU:Pr4.2.8	
<p>a. Explain how understanding the structure and the elements of music are used in music selected for performance.</p> <p>b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>c. Identify how cultural and historical context inform performances.</p>	<p>a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</p> <p>b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p>c. Identify how cultural and historical context inform performances and result in different music interpretations.</p>	<p>a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>c. Identify how cultural and historical context inform performances and result in different musical effects.</p>	

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Essential Question: How do performers interpret musical works?</p>			
6 th MU:Pr4.3.6	7 th MU:Pr4.3.7	8 th MU:Pr4.3.8	
Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).	

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Rehearse, Evaluate, Refine</p> <p>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.</p> <p>Essential Question: How do musicians improve the quality of their performance?</p>			
6 th MU:Pr5.1.6	7 th MU:Pr5.1.7	8 th MU:Pr5.1.8	
Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.	

Discipline: Music		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p> <p>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?</p>			
6th MU:Pr6.1.6	7th MU:Pr6.1.7	8th MU:Pr6.1.8	
<p>a. Perform the music with technical accuracy to convey the creator’s intent.</p> <p>b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p>	<p>a. Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.</p> <p>b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</p>	<p>a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.</p> <p>b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>	

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p>			
6th MU: Re7.1.6	7th MU:Re7.1.7	8th MU:Re7.1.8	
<p>Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p>	<p>Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p>	

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>			
6th MU: Re7.2.6	7th MU:Re7.2.7	8th MU:Re7.2.8	
<p>a. Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>b. Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p>b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	<p>a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern the musical creators' and performers' expressive intent?</p>			
6th MU: Re8.1.6	7th MU:Re8.1.7	8th MU:Re8.1.8	
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.	

Discipline: Music		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>			
6th MU: Re9.1.6	7th MU:Re9.1.7	8th MU:Re9.1.8	
Apply teacher-provided criteria to evaluate musical works or performances.	Select from teacher-provided criteria to evaluate musical works or performances.	Apply appropriate personally-developed criteria to evaluate musical works or performances.	

Discipline: Music		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Essential Question: How do musicians make meaningful connections to creating, performing, and responding?</p>			
6th MU: Cn10.1.6	7th MU:Cn10.1.7	8th MU:Cn10.1.8	
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

Discipline: Music		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>			
6th MU: Cn11.1.6	7th MU:Cn11.1.7	8th MU:Cn11.1.8	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Envision/Conceptualize</p> <p>Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>			
6th TH:Cr1.1.6	7th TH:Cr.1.1.7.	8th TH:Cr1.1.8.	
<p>a. Identify possible solutions to staging challenges in a drama/theatre work.</p> <p>b. Identify solutions to design challenges in a drama/theatre work.</p> <p>c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p>	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.</p> <p>b. Explain and present solutions to design challenges in a drama/theatre work.</p> <p>c. Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.</p>	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.</p> <p>b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.</p> <p>c. Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.</p> <p>Essential Question: How, when, and why do theatre artists' choices change?</p>			
6th TH:Cr2.1.6.	7th TH:Cr2.1.7.	8th TH:Cr2.1.8.	
<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.</p>	<p>a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.</p>	<p>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Rehearse</p> <p>Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Essential Question: How do theatre artists transform and edit their initial ideas?</p>			
6 th TH:Cr3.1.6.	7 th TH:Cr3.1.7.	8 th TH:Cr3.1.8.	
<p>a. Articulate and examine choices to refine a devised or scripted drama/theatre work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p> <p>c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.</p>	<p>a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.</p> <p>b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p> <p>c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.</p>	<p>a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.</p> <p>b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.</p> <p>c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.</p>	

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.</p> <p>Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?</p>			
6 th TH:Pr4.1.6.	7 th TH:Pr4.1.7.	8 th TH:Pr4.1.8.	
<p>a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.</p> <p>b. Experiment with various physical choices to communicate character in a drama/theatre work.</p>	<p>a. Consider various staging choices to enhance the story in a drama/theatre work.</p> <p>b. Use various character objectives in a drama/theatre work.</p>	<p>a. Explore different pacing to better communicate the story in a drama/theatre work.</p> <p>b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.</p>	

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Prepare</p> <p>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>Essential Question: What can I do to fully prepare a performance or technical design?</p>			
6 th TH:Pr5.1.6.	7 th TH:Pr5.1.7.	8 th TH:Pr5.1.8.	
<p>a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.</p> <p>b. Articulate how technical elements are integrated into a drama/ theatre work.</p>	<p>a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.</p> <p>b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.</p>	<p>a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.</p> <p>b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.</p>	

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share, Present</p> <p>Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Essential Question: What happens when theatre artists and audiences share a creative experience?</p>			
6 th TH:Pr6.1.6.	7 th TH:Pr6.1.7.	8 th TH:Pr6.1.8.	
Adapt a drama/theatre work and present it informally for an audience.	Participate in rehearsals for a drama/theatre work that will be shared with an audience.	Perform a rehearsed drama/theatre work for an audience.	

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Reflect</p> <p>Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>			
6 th TH:Re7.1.6.	7 th TH:Re7.1.7.	8 th TH:Re7.1.8.	
Describe and record personal reactions to artistic choices in a drama/theatre work.	Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	Apply criteria to the evaluation of artistic choices in a drama/theatre work.	

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Essential Question: How can the same work of art communicate different messages to different people?</p>			
6 th TH:Re8.1.6.	7 th TH:Re8.1.7.	8 th TH:Re8.1.8.	
<p>a. Explain how artists make choices based on personal experience in a drama/theatre work.</p> <p>b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.</p> <p>c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.</p>	<p>a. Identify the artistic choices made based on personal experience in a drama/theatre work.</p> <p>b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.</p> <p>c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.</p>	<p>a. Recognize and share artistic choices when participating in or observing a drama/theatre work.</p> <p>b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.</p> <p>c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</p>			
6 th TH:Re9.1.6.	7 th TH:Re9.1.7.	8 th TH:Re9.1.8.	
<p>a. Use supporting evidence and criteria to evaluate drama/theatre work.</p> <p>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p> <p>c. Identify a specific audience or purpose for a drama/theatre work.</p>	<p>a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.</p> <p>b. Consider the aesthetics of the production elements in a drama/theatre work.</p> <p>c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.</p>	<p>a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p> <p>c. Assess the impact of a drama/theatre work on a specific audience.</p>	

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Empathize</p> <p>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>			
6 th TH:Cn10.1.6.	7 th TH:Cn10.1.7.	8 th TH:Cn10.1.8.	
Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	Examine a community issue through multiple perspectives in a drama/theatre work.	

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Interrelate</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>			
6 th TH:Cn11.1.6.	7 th TH:Cn11.1.7.	8 th TH:Cn11.1.8.	
Identify universal themes or common social issues and express them through a drama/theatre work.	Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Research</p> <p>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p> <p>Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>			
6 th TH:Cn11.2.6.	7 th TH:Cn11.2.7.	8 th TH:Cn11.2.8.	
<p>a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.</p> <p>b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</p>	<p>a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.</p> <p>b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.</p>	<p>a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.</p> <p>b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.</p>	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>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?</p>			
6 th VA:Cr1.1.6	7 th VA:Cr1.1.7	8 th VA:Cr1.1.8	
Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Essential Question: How does knowing the contexts histories, and traditions of art 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>			
6 th VA:Cr1.2.6	7 th VA:Cr1.2.7	8 th VA:Cr1.2.8	
Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>			
6th VA:Cr2.1.6	7th VA:Cr2.1.7	8th VA:Cr2.1.8	
Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Question: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p>			
6th VA:Cr2.2.6	7th VA:Cr2.2.7	8th VA:Cr2.2.8	
Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>			
6 th VA:Cr2.3.6	7 th VA:Cr2.3.7	8 th VA:Cr2.3.8	
Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Reflect- Refine- Complete</p> <p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>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?</p>			
6 th VA:Cr3.1.6	7 th VA:Cr3.1.7	8 th VA:Cr3.1.8	
Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>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.</p> <p>Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>			
6 th VA:Pr4.1.6	7 th VA:Pr4.1.7	8 th VA:Pr4.1.8	
Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Analyze</p> <p>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.</p> <p>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?</p>			
6 th VA:Pr5.1.6	7 th VA:Pr5.1.7	8 th VA:Pr5.1.8	
Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Based on criteria, analyze and evaluate methods for preparing and presenting art.	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share</p> <p>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.</p> <p>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?</p>			
6th VA:Pr6.1.6	7th VA:Pr6.1.7	8th VA:Pr6.1.8	
Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>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.</p> <p>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?</p>			
6th VA:Pr7.1.6	7th VA:Pr7.1.7	8th VA:Pr7.1.8	
Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>			
6th VA:Re7.2.6	7th VA:Re7.2.7	8th VA:Re7.2.8	
Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>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?</p>			
6th VA:Re8.1.6	7th VA:Re8.1.7	8th VA:Re8.1.8	
Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>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?</p>			
6th	7th	8th	
VA:Re9.1.6	VA:Re9.1.7	VA:Re9.1.8	
Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	Create a convincing and logical argument to support an evaluation of art.	

Discipline: Visual Arts		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>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?</p>			
6th	7th	8th	
VA:Cn10.1.6	VA:Cn10.1.7	VA:Cn10.1.8	
Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	

Discipline: Visual Arts		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>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?</p>			
6th	7th	8th	
VA:Cn11.1.6	VA:Cn11.1.7	VA:Cn11.1.8	
Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	

HIGH SCHOOL EDUCATION

High School

The high school program will continue to build on rigorous and relevant learning experiences from the middle level to prepare students for successful transition to adult life.

The high school curriculum must reflect the belief that all students are capable of learning at high levels and ensure that all students have access to an academically rigorous curriculum that leads to college and work place readiness upon graduation. The high school program should be broader than the content outlined as the state minimum for high school graduation in the *Kentucky Academic Standards*. The curriculum supports students in the acquisition of rigorous core knowledge, skills, habits and attitudes. Courses may be more traditional in nature or a local board of education may substitute an integrated, applied, interdisciplinary or technical/occupational course for a required course that prepares a student for a career path based on the student's Individual Learning Plan (ILP). Such substitutions provide high schools with the opportunity to offer courses that have the same academic rigor as traditional courses but deliver the content through more contextual, hands-on approaches.

Each student must be supported through transitions during their secondary experience with an ILP that provides opportunity for learning in a real-world context relevant to the student's career goals. Every student should be led through a process of academic and career awareness, exploration and planning. Postsecondary planning shall be a core activity within the high school as part of a comprehensive advising and guidance program.

Students shall be supported in the ILP through an advising and guidance process that fosters meaningful, supportive relationships with peers, highly qualified educators and postsecondary education and business communities to foster success beyond high school.

Credits for High School Graduation

A high school graduation credit may be awarded in either of two ways: Carnegie units (defined as at least 120 hours of instructional time in one subject) or performance-based credits, defined at the local level regardless of the number of instructional hours. Districts and schools are accountable for making sure that each student's education program includes the minimum content standards as specified in the *Kentucky Academic Standards* and provides the student with the opportunity to learn the standards including appropriate supports based on the individual learning needs of a student.

The Kentucky Board of Education identifies the minimum credits required for graduation (704 KAR 3:305) and the local district sets the local requirements in their district graduation policy.

Performance-Based Credit

Performance-Based Credits refer to credits earned by a student outside of the traditional structure of a 120 hour instructional course. In order to award such credits, districts must:

- Establish a policy for a performance-based system that:
 - Provides procedures for developing and amending performance-based credit courses;
 - Identifies related performance descriptors and assessments;
 - Establishes grading and reporting procedures;
 - Specifies content standards as addressed in Kentucky's *Kentucky Academic Standards*;
 - Identifies the extent to which end-of-course assessments will be used;
 - Allows for students to demonstrate proficiency and earn credit for learning acquired outside of school or in prior learning experiences; and
 - Allows students to pursue internships, cooperative learning experiences and other learning experiences in the school and community.

Performance-based credit may be awarded for these types of courses:

- Course work that allows satisfactory demonstration of learning;
- Course work that constitutes satisfactory demonstration of learning in a course for which the student failed to earn credit when the course was previously taken;
- Standards-based portfolios, senior year or capstone projects;
- Standards-based online or other technology-mediated courses;
- Standards-based dual credit or other equivalency courses;
- Standards-based internship, cooperative learning experience or other supervised learning experience in the school and the community.

High School Credit Earned in Middle School

It is expected that most students will earn these credits during their high school years. However, local school districts may offer these courses to middle level students if the following criteria are met:

- The content and the rigor of the course is the same as established in the *Kentucky Academic Standards*;
- The students demonstrate mastery of the middle level content as specified in the *Kentucky Academic Standards*;
- The district has criteria in place to make reasonable determination that the middle level student is capable of success in the high school course; and
- The middle level course is taught by teachers with either secondary or middle level certification with appropriate content specialization.

Postsecondary Credit Earned in High School

Dual credit (articulated credit) opportunities allow students to pursue both high school and postsecondary credit-bearing work prior to their graduation from high school. A local board of education shall maintain a copy of its policy on high school graduation requirements that may contain policy regarding dual credit opportunities.

College Board Advanced Placement (AP) courses provide opportunities for students to access challenging curricula that facilitate high-level attainment of Kentucky's learning goals. The AP program provides high school students with opportunities to earn college credits at universities and colleges across the country.

AP courses require use of standardized, prescribed college-level curriculum. Course materials and resources are selected from among identified college-level texts in the appropriate content area.

The College Board has no restrictions on the age/grade level of students who take Advanced Placement courses and/or Advanced Placement examinations. College credit is solely based on the level of performance on each examination. Access to the courses may be achieved through regular classes, virtual opportunities, independent study or other means.

Dual enrollment opportunities allow students to pursue postsecondary credit bearing work prior to their graduation from high school. This differs from dual credit in that students are earning only postsecondary credit, not high school credit, for that course.

High School Credits Earned through Career and Technical Education

High school graduation requirements allow for interdisciplinary or applied courses to substitute for specific academic courses required for graduation. This option provides high schools the opportunity to offer courses that have the same academic rigor as traditional courses but deliver the content through more contextual, applied, hands-on approaches. Students may earn required high school credits through Career and Technical Education interdisciplinary or applied courses that include the minimum required content standards specified in the *Kentucky Academic Standards*.

Other Credits Required

In addition to the minimum credit requirements associated with the content standards as provided in the Kentucky Academic Standards, seven credits, including four based on the student's Individual Learning Plan, are also required. These seven credits must be based on academic content and learning goals for students.

HIGH SCHOOL VISUAL AND PERFORMING ARTS

Kentucky Academic Standards – Visual and Performing Arts – High School

At the high school level, students may choose to specialize in one or more art forms. Specialization will enable students to study an art form in an in-depth manner and work toward achieving proficiency and mastery in creating, performing and responding to their chosen art form. Students who specialize in an art form will participate in performance-based arts courses designed to develop skills and understanding that will enable students to use the art form as a high level communication tool. This is accomplished through the development of skills in the processes that artists engage in to make the arts.

Students choosing not to specialize in an art form will move beyond the grounding in the arts achieved at the middle school level toward proficiency in the arts. Emphasis for these students should be placed on exposing students to a variety of arts through active experiences and developing further understanding and appreciation of the historical and cultural significance of the arts. A higher emphasis on the process of responding to the arts is a natural outcome of this more general approach to art education; however, engagement in the creative aspects of the arts remains critical in the general education of all students and promotes deep understanding and appreciation of the arts.

The Standards

The standards are directly related to the *National Core Arts Standards*. These are process standards, which are designed to engage students in artistic processes and creative expression as put forward in Senate Bill 1 (2009), KRS 158:6451, Section 1, Schools shall develop their students' ability to: "Express their creative talents and interests in visual arts, music, dance, and dramatic arts".

Standards Organization

The standards are organized around four arts processes:

1. **Creating:** Conceiving and developing new artistic ideas and work

Creating involves planning and creating new dance, media arts, music, theatre or visual arts. Creating may involve improvising in music, dance or theatre. Improvising is the composing of new music, reciting/acting new dramatic material or creating new dance movements on the spur of the moment.

2. **Performing/Producing/Presenting:** Realizing artistic ideas and work through interpretation and presentation

Performing is limited to the performing arts of music, dance and theatre. Performing generally involves sharing previously created works with an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations within the performance.

Producing is the process of sharing work in the area of media arts. Since media arts productions do not result in performances, the sharing process is different from the performing arts. Media artists still follow the same steps in the creation of works and preparation of works for sharing with others; however, the result is more often a product, such as a video or video game.

Presenting is often associated with sharing in more formal settings, such as exhibition in the visual arts. The same steps to prepare works for presenting are considered—the audience, venue and communication aspects of an exhibition.

3. **Responding:** Understanding and evaluating how the arts convey meaning

Responding to the arts involves having the viewer take a close look to interpret the meanings in artistic works. The arts are created for the purpose of communication. Responding to them engages a thinking process that enables the viewer/audience to gather the intent of the work and the message being shared by the artist.

Responding also involves the process of evaluating art works. The viewer/audience will apply criteria to evaluate the effectiveness of artistic works.

4. **Connecting:** Relating artistic ideas and work with personal meaning and external context

Connecting involves both looking inward and outward. Artists use personal experiences and gained knowledge to inform their own creative works. They also relate artistic ideas with the world around them – to society, culture and history. This deepens the understanding of the work and appreciation of those who create the arts.

Anchor Standards

There are eleven Anchor Standards that are common across all art forms. These standards illustrate steps that are taken within each of the Artistic Processes.

Performance Standards

Each artistic discipline has a set of performance standards. These standards illustrate what each of the Anchor Standards might look like as students engage in the Artistic Processes within an artistic discipline. Performance standards are written for pre-kindergarten through eighth grade as grade level standards and at the high school in three proficiency levels: Proficient, Accomplished, Advanced. All Performance Standards align to the eleven overarching Anchor Standards.

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Explore</p> <p>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Essential Question: Where do choreographers get ideas for dances?</p>			
HS Proficient DA:Cr1.1.I	HS Accomplished DA:Cr1.1.II	HS Advanced DA:Cr1.1.III	
<p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<p>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p> <p>b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</p>	<p>a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p>	

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan</p> <p>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Essential Question: What influences choice-making in creating choreography?</p>			
HS Proficient DA:Cr2.1.I	HS Accomplished DA:Cr2.1.II	HS Advanced DA:Cr2.1.III	
<p>a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.</p> <p>b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.</p>	<p>a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.</p> <p>b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.</p>	<p>a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.</p> <p>b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.</p>	

Discipline: Dance		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Revise</p> <p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>			
HS Proficient DA:Cr3.1.I	HS Accomplished DA:Cr3.1.II	HS Advanced DA:Cr3.1.III	
<p>a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p>	<p>a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>	<p>a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>	

Discipline: Dance		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Express</p> <p>Enduring Understanding: Space, time, and energy are basic elements of dance.</p> <p>Essential Question: How do dancers work with space, time and energy to communicate artistic expression?</p>			
HS Proficient DA:Pr4.1.I	HS Accomplished DA:Pr4.1.II	HS Advanced DA:Pr4.1.III	
<p>a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<p>a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p> <p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”</p> <p>c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.</p>	<p>a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p>b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.</p> <p>c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>	

Discipline: Dance		Artistic Process: Performing
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Embody</p> <p>Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>		
HS Proficient DA:Pr5.1.I	HS Accomplished DA:Pr5.1.II	HS Advanced DA:Pr5.1.III
<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<p>a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>

Discipline: Dance		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question: How does a dancer heighten artistry in a public performance?</p>			
HS Proficient DA:Pr6.1.I	HS Accomplished DA:Pr6.1.II	HS Advanced DA:Pr6.1.III	
<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p> <p>b. Work collaboratively to produce dance 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 in each of the venues.</p>	

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.</p> <p>Essential Question: How is a dance understood?</p>			
HS Proficient DA:Re.7.1.I	HS Accomplished DA:Re.7.1.II	HS Advanced DA:Re.7.1.III	
<p>a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.</p>	<p>a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.</p> <p>b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<p>a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p> <p>b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology</p>	

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>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.</p> <p>Essential Question: How is dance interpreted?</p>			
HS Proficient DA:Re8.1.I	HS Accomplished DA:Re8.1.II	HS Advanced DA:Re8.1.III	
<p>Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p>	<p>Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.</p>	<p>Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.</p>	

Discipline: Dance		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Critique</p> <p>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>Essential Question: What criteria are used to evaluate dance?</p>			
HS Proficient DA:Re9.1.I	HS Accomplished DA:Re9.1.II	HS Advanced DA:Re9.1.III	
Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.	Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.	

Discipline: Dance		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>			
HS Proficient DA:Cn10.1.I	HS Accomplished DA:Cn10.1.II	HS Advanced DA:Cn10.1.III	
a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.	a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.	

<p>b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>	<p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.</p>	<p>b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.</p>
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<p>Discipline: Dance</p>		<p>Artistic Process: Connecting</p>	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>			
<p>Process Component: Relate</p>			
<p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>			
<p>Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>			
<p>HS Proficient DA:Cn11.1.HS.I</p>	<p>HS Accomplished DA:Cn11.1.HS.II</p>	<p>HS Advanced DA:Cn11.1.HS.III</p>	
<p>Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</p>	<p>Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.</p>	<p>Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.</p>	

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Conceive</p> <p>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.</p> <p>Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?</p>			
HS Proficient (MA:Cr1.1.I)	HS Accomplished (MA:Cr1.1.II)	HS Advanced (MA:Cr1.1.III)	
Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.	

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p>Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</p>			
HS Proficient (MA:Cr2.1.I)	HS Accomplished (MA:Cr2.1.II)	HS Advanced (MA:Cr2.1.III)	
Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.	Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.	

Discipline: Media Arts		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Construct</p> <p>Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p>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?</p>			
HS Proficient (MA:Cr3.1.I)	HS Accomplished (MA:Cr3.1.II)	HS Advanced (MA:Cr3.1.III)	

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<p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.</p> <p>Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.</p>	<p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.</p> <p>Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.</p>	<p>a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.</p> <p>Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.</p>
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Discipline: Media Arts		Artistic Process: Producing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Integrate</p> <p>Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.</p> <p>Essential Question: How are complex media arts experiences constructed?</p>			
HS Proficient (MA:Pr4.1.I)	HS Accomplished (MA:Pr4.1.II)	HS Advanced (MA:Pr4.1.III)	
<p>Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.</p>	<p>Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.</p>	<p>Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as</p>	

Discipline: Media Arts		Artistic Process: Producing	
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Practice</p> <p>Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p>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?</p>			
HS Proficient (MA:Pr5.1.I)	HS Accomplished (MA:Pr5.1.II)	HS Advanced (MA:Pr5.1.III)	
<p>a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.</p> <p>b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.</p> <p>Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.</p>	<p>a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.</p> <p>b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.</p> <p>Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.</p>	<p>a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.</p> <p>b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.</p> <p>Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p>	

Discipline: Media Arts		Artistic Process: Producing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p>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?</p>			
HS Proficient (MA:Pr6.1.I)	HS Accomplished (MA:Pr6.1.II)	HS Advanced (MA:Pr6.1.III)	
<p>a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.</p> <p>b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.</p>	<p>a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.</p> <p>b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.</p>	<p>a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.</p> <p>b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.</p>	

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.</p> <p>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?</p>			
HS Proficient (MA:Re7.1.I)	HS Accomplished (MA:Re7.1.II)	HS Advanced (MA:Re7.1.III)	
<p>a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.</p> <p>b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.</p>	<p>a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.</p> <p>b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.</p>	<p>a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.</p> <p>b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.</p>	

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.</p> <p>Essential Question: How do people relate to and interpret media artworks?</p>			
HS Proficient (MA:Re8.1.I)	HS Accomplished (MA:Re8.1.II)	HS Advanced (MA:Re8.1.III)	
Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.	

Discipline: Media Arts		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.</p> <p>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?</p>			
HS Proficient (MA:Re9.1.HS.I)	HS Accomplished (MA:Re9.1.II)	HS Advanced (MA:Re9.1.III)	
Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.	

Discipline: Media Arts		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Media artworks synthesize meaning and form cultural experience.</p> <p>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?</p>			
HS Proficient		HS Accomplished	
(MA:Cn10.1.I)		(MA:Cn10.1.II)	
<p>a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.</p> <p>b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.</p>		<p>a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p>b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p>	
		HS Advanced	
		(MA:Cn10.1.III)	
		<p>a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</p> <p>b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.</p>	

Discipline: Media Arts		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p>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?</p>			
HS Proficient (MA:Cn11.1.I)	HS Accomplished (MA:Cn11.1.II)	HS Advanced (MA:Cn11.1.III)	
<p>a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.</p> <p>b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.</p>	<p>a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.</p> <p>b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.</p>	<p>a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.</p> <p>b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.</p>	

Music Technology Strand		
Discipline: Music – Music Technology Strand		Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Imagine</p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>		
HS Proficient MU:Cr1.1.T.I	HS Accomplished MU:Cr1.1.T.II	HS Advanced MU:Cr1.1.T.III
Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

Discipline: Music – Music Technology Strand		Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan and Make</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>		
HS Proficient MU:Cr2.1.T.I	HS Accomplished MU:Cr2.1.T.II	HS Advanced MU:Cr2.1.T.III
Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.	Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.	Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

Discipline: Music – Music Technology Strand		Artistic Process: Creating
Anchor Standard 3: Refine and complete artistic work.		
Process Component: Evaluate and Refine		
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.		
Essential Question: How do musicians improve the quality of their creative work?		
HS Proficient MU:Cr3.1.T.I	HS Accomplished MU:Cr3.1.T.II	HS Advanced MU:Cr3.1.T.III
Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Discipline: Music – Music Technology Strand		Artistic Process: Creating
Anchor Standard 3: Refine and complete artistic work.		
Process Component: Present		
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.		
Essential Question: When is creative work ready to share?		
HS Proficient MU:Cr3.2.T.I	HS Accomplished MU:Cr3.2.T.II	HS Advanced MU:Cr3.2.T.III
Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.	Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.	Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.

Discipline: Music – Music Technology Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question: How do performers select repertoire?</p>			
HS Proficient MU:Pr4.1.T.I		HS Accomplished MU:Pr4.1.T.II	
Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill.		Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer’s technical skill using digital tools and resources.	
		HS Advanced MU:Pr4.1.T.III	
		Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer’s technical skill using digital tools, resources, and systems.	

Discipline: Music – Music Technology Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>			
HS Proficient MU:Pr4.2.T.I		HS Accomplished MU:Pr4.2.T.II	
Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.		Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.	
		HS Advanced MU:Pr4.2.T.III	
		Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.	

Discipline: Music – Music Technology Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.</p> <p>Essential Question: How do performers interpret musical works?</p>			
HS Proficient MU:Pr4.3.T.I		HS Accomplished MU:Pr4.3.T.II	
<p>Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.</p>		<p>Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers’ ability to connect with audiences.</p>	
		HS Advanced MU:Pr4.3.T.III	
		<p>Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.</p>	

Discipline: Music – Music Technology Strand		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Evaluate and Refine</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their context, expressive intent, and established criteria.</p> <p>Essential Question: How do musicians make creative decisions?</p>			
HS Proficient MU:Pr5.1.T.I		HS Accomplished MU:Pr5.1.T.II	
<p>Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p>		<p>Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p>	
		HS Advanced MU:Pr5.1.T.III	
		<p>Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.</p>	

Discipline: Music – Music Technology Strand		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>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?</p>			
HS Proficient MU:Pr6.1.T.I	HS Accomplished MU:Pr6.1.T.II	HS Advanced MU:Pr6.1.T.III	
<p>a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>b. Demonstrate an understanding of the context of music through prepared and improvised performances.</p>	<p>a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.</p>	<p>a. Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.</p> <p>b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.</p>	

Discipline: Music – Music Technology Strand		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p>			
HS Proficient MU:Re7.1.T.I		HS Accomplished MU:Re7.1.T.II	
Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.		Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.	
		HS Advanced MU:Re7.1.T.III	
		Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.	

Discipline: Music – Music Technology Strand		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>			
HS Proficient MU:Re7.2.T.I		HS Accomplished MU:Re7.2.T.II	
Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.		Explain how an analysis of the structure, context, and technological aspects of the music informs the response.	
		HS Advanced MU:Re7.2.T.III	
		Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.	

Discipline: Music – Music Technology Strand		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern musical creators’ and performers’ expressive intent?</p>			
HS Proficient MU:Re8.1.T.I		HS Accomplished MU:Re8.1.T.II	
Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.		Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.	
		HS Advanced MU:Re8.1.T.III	
		Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.	

Discipline: Music – Music Technology Strand		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>			
HS Proficient MU:Re9.1.T.I		HS Accomplished MU:Re9.1.T.II	
Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.		Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.	
		HS Advanced MU:Re9.1.T.III	
		Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.	

Discipline: Music – Music Technology Strand		Artistic Process: Connecting	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.			
HS Proficient MU:Cn10.0.T.I	HS Accomplished MU:Cn10.0.T.II	HS Advanced MU:Cn10.0.T.III	
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	

Discipline: Music – Music Technology Strand		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?			
HS Proficient MU:Cn11.0.T.I	HS Accomplished MU:Cn11.0.T.II	HS Advanced MU:Cn11.0.T.III	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	

Music Composition and Theory Strand		
Discipline: Music – Composition and Theory Strand		Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Imagine</p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>		
HS Proficient MU:Cr1.1.C.I	HS Accomplished MU:Cr1.1.C.II	HS Advanced MU:Cr1.1.C.III
Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

Discipline: Music – Composition and Theory Strand		Artistic Process: Creating
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan and Make</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>		
HS Proficient MU:Cr2.1.C.I	HS Accomplished MU:Cr2.1.C.II	HS Advanced MU:Cr2.1.C.II
<p>a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).</p>	<p>a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.</p> <p>b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).</p>	<p>a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.</p> <p>b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.</p>

Discipline: Music – Composition and Theory Strand		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Evaluate and Refine</p> <p>Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p>			
HS Proficient MU:Cr3.1.C.I		HS Accomplished MU:Cr3.1.C.II	
Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.		Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	
		HS Advanced MU:Cr3.1.C.III	
		Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	

Discipline: Music – Composition and Theory Strand		Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: When is creative work ready to share?</p>		
HS Proficient MU:Cr3.2.C.I	HS Accomplished MU:Cr3.2.C.II	HS Advanced MU:Cr3.2.C.III
<p>a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p>b. Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.</p>	<p>a. Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.</p> <p>b. Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.</p>	<p>a. Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.</p> <p>b. Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.</p>

Discipline: Music – Composition and Theory Strand		Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question: How do performers select repertoire?</p>		
HS Proficient MU:Pr4.1.C.I	HS Accomplished MU:Pr4.1.C.II	HS Advanced MU:Pr4.1.C.III
Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).	Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.	Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

Discipline: Music – Composition and Theory Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>			
HS Proficient MU:Pr4.2.C.I		HS Accomplished MU:Pr4.2.C.II	
Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.		Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.	
		HS Advanced MU:Pr4.2.C.III	
		Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.	

Discipline: Music – Composition and Theory Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.</p> <p>Essential Question: How do performers interpret musical works?</p>			
HS Proficient MU:Pr4.3.C.I		HS Accomplished MU:Pr4.3.C.II	
Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators’ intent.		Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators’ intent.	
		HS Advanced MU:Pr4.3.C.III	
		Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators’ intent.	

<p>Discipline: Music – Composition and Theory Strand</p>	<p>Artistic Process: Performing</p>	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>		
<p>Process Component: Rehearse, Evaluate and Refine</p>		
<p>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.</p>		
<p>Essential Question: How do musicians improve the quality of their performance?</p>		
<p>HS Proficient MU:Pr5.1.C.I</p>	<p>HS Accomplished MU:Pr5.1.C.II</p>	<p>HS Advanced MU:Pr5.1.C.III</p>
<p>a. Create rehearsal plans for works, identifying repetition and variation within the form.</p> <p>b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.</p> <p>c. Identify and implement strategies for improving the technical and expressive aspects of multiple works.</p>	<p>a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.</p> <p>b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.</p> <p>c. Identify and implement strategies for improving the technical and expressive aspects of varied works.</p>	<p>a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.</p> <p>b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.</p> <p>c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.</p>

Discipline: Music – Composition and Theory Strand		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>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?</p>			
HS Proficient MU:Pr6.1.C.I		HS Accomplished MU:Pr6.1.C.II	
<p>a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p> <p>b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p>		<p>a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.</p> <p>b. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</p>	
		HS Advanced MU:Pr6.1.C.III	
		<p>a. Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.</p> <p>b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</p>	

Discipline: Music – Composition and Theory Strand		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p>			
HS Proficient MU:Re7.1.C.I		HS Accomplished MU:Re7.1.C.II	
<p>Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.</p>		<p>Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.</p>	
		HS Advanced MU:Re7.1.C.III	
		<p>Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.</p>	

Discipline: Music – Composition and Theory Strand		Artistic Process: Responding
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>		
HS Proficient MU:Re7.2.C.I	HS Accomplished MU:Re7.2.C.II	HS Advanced MU:Re7.2.C.III
Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.	Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.	Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

Discipline: Music – Composition and Theory Strand		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern musical creators’ and performers’ expressive intent?</p>			
HS Proficient MU:Re8.1.C.I		HS Accomplished MU:Re8.1.C.II	
Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work.		Develop and support interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.	
		HS Advanced MU:Re8.1.C.III	
		Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.	

<p>Discipline: Music – Composition and Theory Strand</p>	<p>Artistic Process: Responding</p>	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>		
<p>HS Proficient MU:Re9.1.C.I</p>	<p>HS Accomplished MU:Re9.1.C.II</p>	<p>HS Advanced MU:Re9.1.C.III</p>
<p>a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</p> <p>b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.</p>	<p>a. Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.</p> <p>b. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.</p>	<p>a. Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.</p> <p>b. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.</p>

Discipline: Music – Composition and Theory Strand		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p> <p>Essential Question: How do musicians make meaningful connections to creating, performing and responding?</p>			
HS Proficient MU:Cn10.0.C.I		HS Accomplished MU:Cn10.0.C.II	
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
		HS Advanced MU:Cn10.0.C.III	
		Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	

Discipline: Music – Composition and Theory Strand		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p>Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>			
HS Proficient MU:Cn11.0.C.I		HS Accomplished MU:Cn11.0.C.II	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
		HS Advanced MU:Cn11.0.C.III	
		Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Harmonizing Instruments Strand		
Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Imagine</p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>		
HS Proficient MU:Cr1.1.H.I	HS Accomplished MU:Cr1.1.H.II	HS Advanced MU:Cr1.1.H.II
Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan and Make</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>			
HS Proficient MU:Cr2.1.H.I		HS Accomplished MU:Cr2.1.H.II	
<p>Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</p>		<p>Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</p>	
HS Advanced MU:Cr2.1.H.II		HS Advanced MU:Cr2.1.H.II	
<p>Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.</p>		<p>Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.</p>	

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Creating
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Evaluate and Refine</p> <p>Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p>		
HS Proficient MU:Cr3.1.H.I	HS Accomplished MU:Cr3.1.H.II	HS Advanced MU:Cr3.1.H.II
Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: When is creative work ready to share?</p>			
HS Proficient MU:Cr3.2.H.I		HS Accomplished MU:Cr3.2.H.II	
<p>Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p>		<p>Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p>	
		HS Advanced MU:Cr3.2.H.II	
		<p>Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p>	

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question: How do performers select repertoire?</p>		
HS Proficient MU:Pr4.1.H.I	HS Accomplished MU:Pr4.1.H.II	HS Advanced MU:Pr4.1.H.III
Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

<p>Discipline: Music – Harmonizing Instruments Strand</p>	<p>Artistic Process: Performing</p>	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>		
<p>HS Proficient MU:Pr4.2.H.I</p>	<p>HS Accomplished MU:Pr4.2.H.II</p>	<p>HS Advanced MU:Pr4.2.H.III</p>
<p>Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</p>	<p>Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	<p>Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</p>

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.</p> <p>Essential Question: How do performers interpret musical works?</p>			
HS Proficient MU:PR4.3.H.I		HS Accomplished MU:PR4.3.H.II	
<p>Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</p>		<p>Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	
		HS Advanced MU:PR4.3.H.II	
		<p>Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator’s intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</p>	

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Rehearse, Evaluate and Refine</p> <p>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.</p> <p>Essential Question: How do musicians improve the quality of their performance?</p>			
HS Proficient MU:Pr5.1.H.I		HS Accomplished MU:Pr5.1.H.II	
<p>Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</p>		<p>Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.</p>	
		HS Advanced MU:Pr5.1.H.III	
		<p>Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.</p>	

<p>Discipline: Music – Harmonizing Instruments Strand</p>	<p>Artistic Process: Performing</p>	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>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?</p>		
<p>HS Proficient MU:Pr6.1.H.I</p>	<p>HS Accomplished MU:Pr6.1.H.II</p>	<p>HS Advanced MU:Pr6.1.H.III</p>
<p>Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</p>	<p>Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>	<p>Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p>			
HS Proficient MU:Re7.1.H.I		HS Accomplished MU:Re7.1.H.II	
Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.		Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	
		HS Advanced MU:Re7.1.H.III	
		Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.	

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>			
HS Proficient MU:Re7.2.H.I		HS Accomplished MU:Re7.2.H.II	
Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.		Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	
		HS Advanced MU:Re7.2.H.III	
		Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.	

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern musical creators’ and performers’ expressive intent?</p>			
HS Proficient MU:Re8.1.H.I		HS Accomplished MU:Re8.1.H.II	
<p>Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p>		<p>Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.</p>	
		HS Advanced MU:Re8.1.H.III	
		<p>Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.</p>	

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>			
HS Proficient MU:Re9.1.H.I		HS Accomplished MU:Re9.1.H.II	
<p>Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.</p>		<p>Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.</p>	
		HS Advanced MU:Re9.1.H.III	
		<p>Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.</p>	

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p> <p>Essential Question: How do musicians make meaningful connections to creating, performing and responding?</p>			
HS Proficient MU:Cn10.1.H.I		HS Accomplished MU:CN10.1.H.II	
HS Advanced MU:Cn10.1.H.III			
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Discipline: Music – Harmonizing Instruments Strand		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p>Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>			
HS Proficient MU:Cn11.1.H.I		HS Accomplished MU:CN11.1.H.II	
HS Advanced MU:Cn11.1.H.III			
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Traditional and Emerging Ensembles Strand		
Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Creating
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Imagine</p> <p>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p>Essential Question: How do musicians generate creative ideas?</p>		
HS Proficient MU:Cr1.1.E.I	HS Accomplished MU:Cr1.1.E.II	HS Advanced MU:Cr1.1.E.II
Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.	Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.	Compose and improvise musical ideas for a variety of purposes and contexts.

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Plan and Make</p> <p>Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question: How do musicians make creative decisions?</p>			
HS Proficient MU:Cr2.1.E.I		HS Accomplished MU:Cr2.1.E.II	
<p>a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.</p> <p>b. Preserve draft compositions and improvisations through standard notation and audio recording.</p>		<p>a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</p> <p>b. Preserve draft compositions and improvisations through standard notation, audio, or video recording.</p>	
		HS Advanced MU:Cr2.1.E.II	
		<p>a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p> <p>b. Preserve draft musical works through standard notation, audio, or video recording.</p>	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Evaluate and Refine</p> <p>Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Essential Question: How do musicians improve the quality of their creative work?</p>			
HS Proficient MU:Cr3.1.E.I	HS Accomplished MU:Cr3.1.E.II	HS Advanced MU:Cr3.1.E.II	
Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Essential Question: When is creative work ready to share?</p>			
HS Proficient MU:Cr3.2.E.I	HS Accomplished MU:Cr3.2.E.II	HS Advanced MU:Cr3.2.E.II	
Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.	Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.	Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Performing
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p> <p>Essential Question: How do performers select repertoire?</p>		
HS Proficient MU:Pr4.1.E.I	HS Accomplished MU:Pr4.1.E.II	HS Advanced MU:Pr4.1.E.III
Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>			
HS Proficient MU:Pr4.2.E.I		HS Accomplished MU:Pr4.2.E.II	
Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.	
		HS Advanced MU:Pr4.2.E.III	
		Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.</p> <p>Essential Question: How do performers interpret musical works?</p>			
HS Proficient MU:PR4.3.E.I		HS Accomplished MU:PR4.3.E.II	
Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.		Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skill to connect with the audience.	
		HS Advanced MU:PR4.3.E.II	
		Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skill to connect with the audience.	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Rehearse, Evaluate and Refine</p> <p>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.</p> <p>Essential Question: How do musicians improve the quality of their performance?</p>			
HS Proficient MU:Pr5.1.E.I		HS Accomplished MU:Pr5.1.E.II	
Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.		Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	
		HS Advanced MU:Pr5.1.E.III	
		Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Present</p> <p>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>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?</p>			
HS Proficient MU:Pr6.1.E.I		HS Accomplished MU:Pr6.1.E.II	
<p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p>		<p>a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p>	
		HS Advanced MU:Pr6.1.E.III	
		<p>a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.</p>	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Essential Question: How do individuals choose music to experience?</p>			
HS Proficient MU:Re7.1.E.I		HS Accomplished MU:Re7.1.E.II	
Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.		Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	
		HS Advanced MU:Re7.1.E.III	
		Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Essential Question: How does understanding the structure and context of music inform a response?</p>			
HS Proficient MU:Re7.2.E.I		HS Accomplished MU:Re7.2.E.II	
Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.		Explain how the analysis of structures and contexts inform the response to music.	
		HS Advanced MU:Re7.2.E.III	
		Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question: How do we discern musical creators’ and performers’ expressive intent?</p>			
HS Proficient MU:Re8.1.E.I		HS Accomplished MU:Re8.1.E.II	
<p>Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.</p>		<p>Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.</p>	
		HS Advanced MU:Re8.1.E.III	
		<p>Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question: How do we judge the quality of musical work(s) and performance(s)?</p>			
HS Proficient MU:Re9.1.E.I		HS Accomplished MU:Re9.1.E.II	
<p>Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.</p>		<p>Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.</p>	
		HS Advanced MU:Re9.1.E.III	
		<p>Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p>	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p> <p>Essential Question: How do musicians make meaningful connections to creating, performing and responding?</p>			
HS Proficient MU:Cn10.1.E.I	HS Accomplished MU:CN10.1.E.II	HS Advanced MU:Cn10.1.E.III	
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

Discipline: Music – Traditional and Emerging Ensembles Strand		Artistic Process: Connecting	
<p>Anchor Standard 1: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p>Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>			
HS Proficient MU:Cn11.1.E.I	HS Accomplished MU:CN11.1.E.II	HS Advanced MU:Cn11.1.E.III	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Envision/Conceptualize</p> <p>Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>			
HS Proficient TH:Cr1.1.I.	HS Accomplished TH:Cr1.1.II.	HS Advanced TH:Cr1.1.III.	
<p>a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.</p> <p>b. Explore the impact of technology on design choices in a drama/theatre work.</p> <p>c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</p>	<p>a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.</p> <p>b. Understand and apply technology to design solutions for a drama/theatre work.</p> <p>c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.</p>	<p>a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.</p> <p>b. Create a complete design for a drama/theatre work that incorporates all elements of technology.</p> <p>c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.</p> <p>Essential Question: How, when, and why do theatre artists' choices change?</p>			
HS Proficient TH:Cr2.1.I.	HS Accomplished TH:Cr2.1.II.	HS Advanced TH:Cr2.1.III.	
<p>a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.</p>	<p>a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.</p>	<p>a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.</p> <p>b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Rehearse</p> <p>Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Essential Question: How do theatre artists transform and edit their initial ideas?</p>			
HS Proficient		HS Accomplished	
TH:Cr3.1.I.		TH:Cr3.1.II.	
<p>a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.</p> <p>b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.</p>		<p>a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</p> <p>b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.</p> <p>c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.</p>	
		HS Advanced	
		TH:Cr3.1.III.	
		<p>a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.</p> <p>b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.</p> <p>c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.</p> <p>Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?</p>			
HS Proficient TH:Pr4.1.I.	HS Accomplished TH:Pr4.1.II.	HS Advanced TH:Pr4.1.III.	
<p>a. Examine how character relationships assist in telling the story of a drama/theatre work.</p> <p>b. Shape character choices using given circumstances in a drama/theatre work.</p>	<p>a. Discover how unique choices shape believable and sustainable drama/ theatre work.</p> <p>b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.</p>	<p>a. Apply reliable research of directors’ styles to form unique choices for a directorial concept in a drama/theatre work.</p> <p>b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Prepare</p> <p>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>Essential Question: What can I do to fully prepare a performance or technical design?</p>			
HS Proficient TH:Pr5.1.I.	HS Accomplished TH:Pr5.1.II.	HS Advanced TH:Pr5.1.III.	
<p>a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.</p> <p>b. Use researched technical elements to increase the impact of design for a drama/theatre production.</p>	<p>a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.</p> <p>b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.</p>	<p>a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.</p> <p>b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.</p>	

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share, Present</p> <p>Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Essential Question: What happens when theatre artists and audiences share a creative experience?</p>			
HS Proficient TH:Pr6.1.I.	HS Accomplished TH:Pr6.1.II.	HS Advanced TH:Pr6.1.III.	
<p>Perform a scripted drama/theatre work for a specific audience.</p>	<p>Present a drama/theatre work using creative processes that shape the production for a specific audience.</p>	<p>Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.</p>	

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Reflect</p> <p>Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>			
HS Proficient TH: Re7.1.I.	HS Accomplished TH: Re7.1.II.	HS Advanced TH: Re7.1.-III.	
Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Essential Question: How can the same work of art communicate different messages to different people?</p>			
HS Proficient TH:Re8.1.I.	HS Accomplished TH:Re8.1.II.	HS Advanced TH:Re8.1.III.	
<p>a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.</p> <p>b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.</p> <p>c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p>	<p>a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.</p> <p>b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.</p> <p>c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.</p>	<p>a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.</p> <p>b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.</p> <p>c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.</p>	

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</p>			
HS Proficient TH:Re9.1.I.	HS Accomplished TH:Re9.1.II.	HS Advanced TH:Re9.1.III.	
<p>a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.</p> <p>b. Consider the aesthetics of the production elements in a drama/theatre work.</p> <p>c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.</p>	<p>a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.</p> <p>c. Verify how a drama/theatre work communicates for a specific purpose and audience.</p>	<p>a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.</p> <p>b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.</p> <p>c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.</p>	

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Empathize</p> <p>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>			
HS Proficient TH:Cn10.1.I.	HS Accomplished TH:Cn10.1.II.	HS Advanced TH:Cn10.1.III.	
Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	Choose and interpret a drama/theatre work to reflect or question personal beliefs.	Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Interrelate</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>			
HS Proficient TH:Cn11.1.I.	HS Accomplished TH:Cn11.1.II.	HS Advanced TH:Cn11.1.III.	
Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.	

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Research</p> <p>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p> <p>Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>			
HS Proficient TH:Cn11.2.I.	HS Accomplished TH:Cn11.2.II.	HS Advanced TH:Cn11.2.III.	
<p>a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.</p> <p>b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.</p>	<p>a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.</p> <p>b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.</p>	<p>a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.</p> <p>b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.</p>	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>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?</p>			
HS Proficient VA:Cr1.1.I	HS Accomplished VA:Cr1.1.II	HS Advanced VA:Cr1.1.III	
Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Investigate, Plan and Make</p> <p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Essential Question: How does knowing the contexts histories, and traditions of art 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>			
HS Proficient VA:Cr1.2.I	HS Accomplished VA:Cr1.2.II	HS Advanced VA:Cr1.2.III	
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>			
HS Proficient VA:Cr2.1.I	HS Accomplished VA:Cr2.1.II	HS Advanced VA:Cr2.1.III	
Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Question: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p>			
HS Proficient VA:Cr2.2.I	HS Accomplished VA:Cr2.2.II	HS Advanced VA:Cr2.2.III	
Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Process Component: Investigate</p> <p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>			
HS Proficient VA:Cr2.3.I	HS Accomplished VA:Cr2.3.II	HS Advanced VA:Cr2.3.III	
Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	

Discipline: Visual Arts		Artistic Process: Creating	
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Reflect- Refine- Complete</p> <p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>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?</p>			
HS Proficient VA:Cr3.1.I	HS Accomplished VA:Cr3.1.II	HS Advanced VA:Cr3.1.III	
Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 4: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>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.</p> <p>Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>			
HS Proficient VA:Pr4.1.I	HS Accomplished VA:Pr4.1.II	HS Advanced VA:Pr4.1.III	
Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Analyze</p> <p>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.</p> <p>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?</p>			
HS Proficient VA:Pr5.1.I	HS Accomplished VA:Pr5.1.II	HS Advanced VA:Pr5.1.III	
Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods for preserving and protecting art.	

Discipline: Visual Arts		Artistic Process: Presenting	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share</p> <p>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.</p> <p>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?</p>			
HS Proficient VA:Pr6.1.I	HS Accomplished VA:Pr6.1.II	HS Advanced VA:Pr6.1.III	
Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>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.</p> <p>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?</p>			
HS Proficient VA:Pr7.1.I	HS Accomplished VA:Pr7.1.II	HS Advanced VA:Pr7.1.III	
Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Perceive</p> <p>Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>			
HS Proficient VA:Re7.2.I	HS Accomplished VA:Re7.2.II	HS Advanced VA:Re7.2.III	
Analyze how one’s understanding of the world is affected by experiencing visual imagery.	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>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?</p>			
HS Proficient VA:Re8.1.I	HS Accomplished VA:Re8.1.II	HS Advanced VA:Re8.1.III	
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	

Discipline: Visual Arts		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>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?</p>			
HS Proficient VA:Re9.1.I	HS Accomplished VA:Re9.1.II	HS Advanced VA:Re9.1.III	
Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria.	

Discipline: Visual Arts		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>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?</p>			
HS Proficient VA:Cn10.1.I	HS Accomplished VA:Cn10.1.II	HS Advanced VA:Cn10.1.III	
Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	

Discipline: Visual Arts		Artistic Process: Connecting
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>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?</p>		
HS Proficient VA:Cn11.1.I	HS Accomplished VA:Cn11.1.II	HS Advanced VA:Cn11.1.III
Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

ADDITIONAL CURRICULUM EXPERIENCES

Military Science (Junior Reserve Officers Training Corps)

Kentucky high schools are accountable for helping students make a successful transition to work, postsecondary studies and the military. Courses in the military science program or Junior Reserve Officers Training Corps (ROTC) provide high school students with opportunities to develop leadership and management skills they can carry into adult life.

The Junior ROTC program offers training that develops a student's citizenship, self-discipline, character, team-building skills and respect for authority in a democratic society. Students also gain an understanding of national security requirements.

Career counseling and communications skills are combined with problem-solving and logical thinking to aid students in pursuing career paths or choices in the military or other occupations. Integration of knowledge with other content areas, such as mathematics, science, social studies, health and physical education is encouraged.

Field experiences, close-order drill, marksmanship training, uniform inspections and ceremonies also are part of the military science program curriculum. The program also stresses hygiene, physical fitness, first-aid and survival skills and a healthy lifestyle.

Students in these programs receive an introduction to the organization of specific military branches. Four military science programs may be offered in Kentucky high schools: Air Force, Army, Marine and Navy Junior ROTC. The content in each program varies with the nature of the military branch.

World Language

All Kentucky students are expected to be able to communicate effectively in a second language, according to Academic Expectation 2.28. Postsecondary education often expects entering students to have a basic competency in at least one world language. Kentucky students also are expected to be able to demonstrate interculturality: to be able to interact effectively and work cooperatively with the diverse ethnic and cultural groups of our nation and world, interpreting and adapting to different cultures' perspectives, practices and products across languages.

Competency in at least one other world (foreign) language is a vital skill in today's global society. World Language is a term that refers to any language that is not the student's mother tongue. This language could be, for example, American Sign Language, Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Spanish and English for Limited English Proficient (LEP) students.

World language learning experiences prepare Kentucky students:

- To enter postsecondary studies with skills on par with students from other states and countries,
- To compete in the global marketplace and ensure Kentucky's international and economic vitality,
- To interact with Kentucky's increasingly multilingual and multicultural population, and To participate as global citizens in a diverse intercultural and plurilingual society.

One of the most important factors influencing development of language proficiency is the amount of time devoted to working in the language. Developing second language skills at the expected level of competency suggests an early start in well-articulated sequences of learning.

All language learning programs should focus on developmentally appropriate experiences that build communicative and cultural competence, support first language literacy, reinforce the core content, offer students meaningful opportunities beyond the classroom and present an inclusive approach to culture.

In preschool, kindergarten and primary grades, an emphasis is typically placed on the development of oral language and literacy skills in the second language. Instruction is most effective if delivered in the target language while engaging children in language acquisition activities that include conversation, music, games, Total Physical Response and hands-on projects.

Research shows that early language learning increases cognitive development in areas of critical thinking, problem solving, creativity, conceptualization and reasoning. Early language learning also develops literacy skills that transfer to and reinforce the student's first language.

Middle level programs build on this early language learning experience by focusing on language production; increasing content-related, inquiry-based, integrated and thematic learning; introducing career topics and service-learning activities that connect students to the community; and, when possible, allowing students to layer on the learning of yet another language. Language learning at the middle level has been shown to increase students' positive attitudes toward cultural diversity, to facilitate the acquisition of subsequent languages and to build English language skills.

Kentucky Department of Education

In high school, a variety of language learning opportunities exist to meet diverse student needs. These may include access to a range of study from beginning level through Advanced Placement courses, virtual or distance learning courses, units of study in technical areas (i.e., Spanish for agriculture or medicine, business German), work experience (i.e., in a migrant worker day care facility), dual credit courses (i.e., Visual and Performing Arts content taught in French at the third- or fourth-year level or in postsecondary courses), international study trips and performance-based credit.

**SPECIAL
CONSIDERATIONS
ADDITIONAL
TOPICS**

Children and Youth with Disabilities

Kentucky expects all students to achieve at high levels and holds schools accountable for providing standards-based curricula and learning experiences that ensure this achievement. Kentucky's Learning Goals and Academic Expectations define a broad framework of what all students, including students with disabilities, should know and be able to do as a result of progressing through an educational course of study in Kentucky's schools. *Kentucky Academic Standards for Kentucky Schools P-12* is written to be inclusive of all students. The document contains the minimum content standards for each subject area – primary through high school – including the high school graduation requirements.

A comprehensive curriculum framework, or course of study for children and youth with disabilities, is based on Kentucky's learning goals, academic expectations, the content standards in the *Kentucky Academic Standards* and each school's curricula. This course of study also addresses other educational needs that result from the student's disability. The course of study enables students with disabilities to access and participate in the general curriculum. Schools extend and modify curricula for students with disabilities to facilitate attainment of Kentucky's learning goals, academic expectations, the required content standards and each individual student's Individual Education Program (IEP) goals and objectives.

Children and youth with educational disabilities, as defined by federal statutes and regulations, as well as Kentucky Revised Statutes and Administrative Regulations, need specially designed instruction. For a student with educational disabilities, the Admissions and Release Committee (ARC) or 504 Committee develops a student's IEP or 504 Plan to support the student's opportunity to learn, to assist a student with disabilities to access the general education curriculum, achieve performance or achievement standards and attain the content standards designed for all students.

The IEP and 504 Plan identify the specially designed instruction, research-based instructional strategies, any special services and accommodations, extensions and modifications needed by an individual student to make sure the student has the supports needed to learn and to earn a diploma or a Certificate of Work Readiness and Employability Program for Students with Disabilities. The IEP and 504 Plan, however, are not a comprehensive curriculum. They are a support system.

For students with disabilities, achieving high levels of learning and being prepared for postsecondary education, work and the community requires alignment of a student's course of study with the knowledge, concepts and skills for each required content area outlined in the *Kentucky Academic Standards*. Highly qualified teachers, as defined by state and federal statutes and regulations, must deliver curriculum content. Therefore, planning, designing and delivering the curriculum must be a collaborative effort between general education and special education teachers to assure appropriate instruction for students with disabilities.

At all levels (primary, intermediate, middle level and high school), the curriculum, coursework and standards for students with disabilities shall be aligned with *Kentucky's Academic Expectations*, the content standards outlined in the *Kentucky Academic Standards*, and the student's IEP or 504 Plan.

Students with disabilities pursue a course of study leading to a standard diploma or a Certificate of Work Readiness and Employability Program for Students with Disabilities. A brief synopsis of these courses of study follows.

Standard Diploma Course of Study Program

Schools are to provide students with disabilities the opportunity and necessary instructional supports and accommodations to progress through a course of study leading to a standard diploma. Courses include the required content standards as outlined in the *Kentucky Academic Standards* for each content area. Students with disabilities who earn the required high school credits through successful completion of content area and elective coursework as described in the *Kentucky Academic Standards* and consistent with 704 KAR 3:305 shall be awarded a diploma.

Certificate Program for Students with Disabilities

Until the graduating class of 2012, schools and districts may continue to provide a course of study leading to a certificate recognizing the achievement of students with disabilities whose disabilities preclude a course of study leading to a standard high school diploma. Beginning with the graduating class of 2012, schools and districts shall provide a course of study leading to a certificate. This certificate shall verify a student's successful preparation for transition from high school to work. Districts and schools may provide a course of study leading to such a certificate to students prior to the graduating class of 2012.

For a student whose disability precludes a course of study leading to a standard diploma consistent with the requirements of 704 KAR 3:305, a student's ARC shall determine eligibility for the alternative course of study by documenting that the following criteria are met:

- The student's demonstrated cognitive disability and adaptive behavior itself prevent completing the regular course of study leading to a standard diploma, even with program modifications, adaptations and extended school services;
- The student's current adaptive behavior requires extensive direct instruction in multiple settings to apply and generalize functional and work-readiness skills in school, work, home and community environments;
- The student's inability to complete the course of studies is not the result of excessive or extended absences nor the result of visual or auditory disabilities; specific learning disabilities; emotional behavioral disabilities; or social, cultural or socioeconomic differences;
- The student, when instructed solely or primarily through school-based instruction, is unable to apply academic skills at a minimal competency level in natural settings; and
- The student is unable to acquire, maintain and generalize skills without intensive, frequent and individualized community-based instruction

The ARC makes the decision that a student is eligible for the alternative course of study only after a thorough review and documentation that the student meets the criteria stated above. The ARC must clearly document the decision in the student's records and reflect the course of study in the student's IEP. This decision is reviewed annually by the student's ARC to make sure the decision is still appropriate and that there have not been changes that would enable the student to pursue a standard diploma and achieve the content and performance standards of the standard curriculum/course of study.

At all levels (primary, intermediate, middle level and high school), the curriculum, coursework and standards for students pursuing a work-readiness and employability certificate shall be aligned with *Kentucky's Academic Expectations*, the content standards outlined in the *Kentucky Academic Standards* and the student's IEP. The course of study may be adjusted and based on a narrower breadth, depth and complexity of content standards and reflect alternative performance or achievement standards. It must promote access to the standard/general curriculum and provide the opportunity for students to be involved in and to progress in the general education curriculum regardless of where instructional services are provided. The course of study, including the content and achievement standards, must be challenging for the eligible students with disabilities, must support individual growth and must build on the individual student's present level of performance.

There are a variety of ways a student with significant disabilities pursuing this course of study may access the standard/general curriculum. Some options include students participating in:

- curricular activities in the same way as other students
- the same activities but different levels than other students
- the same activities but different educational goals that are embedded into the classroom activities and routines
- a different activity with different goals but related to the classroom activities

Typically this course of study includes a range of curricular options critical to successful transition based on the general/standard curriculum and such life domains as career/vocational (e.g., job exploration, job skills, career and transition planning), recreation/leisure, communication and personal management (e.g., community and daily living). Instruction and student learning is in the context of real-life applications that students experience at school, in the home and community or on the job.

Students with disabilities who complete this course of study are not eligible for a standard diploma as defined in 704 KAR 3:305.

Programs for Students with Limited English Proficiency (LEP)

Kentucky offers equal educational opportunities for all students identified as Limited English Proficient (LEP) across all grade levels, primary through grade 12, as outlined by Title VI of the federal Civil Rights Act of 1964, and Title I and Title III of the federal No Child Left Behind Act of 2001. The term “limited English proficient” is used for a student aged 3 through 21 who was not born in the United States or whose native language is a language other than English or who comes from an environment where a language other than English has significantly affected the student’s ability to meet Kentucky’s proficient level of achievement on state assessments or the student’s ability to achieve success in classrooms where the language of instruction is English.

Schools and districts must provide students with limited English proficiency the educational opportunities to meet the same standards for academic performance expected for all Kentucky children and to participate in the same range of course offerings and content as all Kentucky students. A comprehensive curriculum framework or course of study for students with limited English proficiency will promote language and cognitive development and include consideration of a student’s native language and cultural background.

To ensure that students with limited English proficiency have access to the school’s curriculum, an alternative language program that is recognized by experts in the field may be provided. The alternative language program should effectively implement the educational theory adopted by the school and demonstrate success in helping students overcome language barriers.

School personnel are allowed flexibility in designing the educational program, interventions and instructional strategies necessary to meet the unique needs of students with limited English proficiency based on proven practices in second language acquisition. Models for delivering the course of study may include alternative language programs: English as a Second Language (ESL), sheltered instruction in English or content-based programs, structured immersion programs, bilingual programs and modified general education classes. Other models that meet the above Office for Civil Rights criteria also may be considered.

Schools shall provide students with limited English proficiency the opportunity and necessary instructional and program supports, including necessary accommodations, to progress through a course of study leading to a high school diploma. Students with limited English proficiency may pursue a course of study in an alternative language program leading to a high school diploma if the alternative course of study includes the minimum rigorous content standards defined in the *Kentucky Academic Standards* for each content area. In high school programs, English as a Second Language may be offered for credit in accordance with these requirements.

Students with limited English proficiency may pursue a course of study leading to a diploma in one or a combination of the following ways:

- completion of at least 22 credits as described in 704 KAR 3:305 and the *Kentucky Academic Standards*; or
- completion of 22 credits based on submission by a local board of education of an integrated, applied, interdisciplinary, or higher level course for a required course if the alternative course provides rigorous content and addresses the same academic expectations and same applicable components of 703 KAR 4:060. For the graduating class of 2012 a technical/occupational course may also be considered as an alternative.

Programs for the Gifted and Talented

Kentucky offers educational services for all students across all grade levels, primary through grade 12, who are identified as gifted and talented as outlined in Kentucky Revised Statute (KRS) 157.230 (Programs for Exceptional Children). "Gifted and talented" is defined as a student identified as possessing potential or demonstrated ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, and/or the visual or performing arts.

Students who are gifted and talented have special learning needs that are commonly addressed through curricula modifications such as differentiation, resource services or advanced placement courses. A student, primary through grade 12, who is identified as possessing gifted characteristics, behaviors or talents shall be provided services articulated with the general education program. They include curricular and instructional experiences matched to the specific interests, needs, age and abilities of the student and accommodate the different types of giftedness. Differentiation may require modifying the complexity, depth, and pace of the curriculum. These services and learning experiences are designed to supplement and build on the required content standards, including the enduring knowledge, concepts and skills for each content area in the Kentucky Academic Standards. They are generally differentiated to meet the needs of the student, often providing opportunities for students to enrich comprehension of the curriculum, construct multiple connections among content areas and pursue content deeply. These experiences also provide for continuous progress. For students in the primary program, services shall be provided within the framework of the primary program and the primary talent pool.

For students in grades 4-12 who are formally identified, districts and schools must provide service options outlined in a student's Gifted Student Services Plan (GSSP) consistent with the requirements of 703 KAR 3:285.

Career and Technical Education

Career and Technical Education is an essential component of the high school curriculum. It is critical in meeting the needs of all students in academic achievement, career exploration, career preparation and leadership development. Career and Technical Education assists schools in providing students with skills necessary for a successful transition to postsecondary education, the work place or military and a desire for lifelong learning in a global society.

High-quality career and technical programs prepare students for further study at the postsecondary level in a technical field or for successful entry into the work force after high school graduation. These programs are in the areas of Agriculture, Business, Family and Consumer Sciences, Health Science, Information Technology, Industrial Education, Marketing, Pathway to Careers and Technology Education.

The major components of Career and Technical Education programs include the following:

- career advising and guidance to help all students develop the state-required Individual Learning Plan
- career pathways in which sequences of rigorous, academic, and career and technical courses are aligned with career clusters and linked to postsecondary education
- occupational Skill Standards and Assessments to identify and measure skills determined most critical by business and industry (Industry-recognized occupational skill standard certificates endorsed by business and industry will be awarded to students who meet certification requirements.)
- instructional content aligned with academic expectations and state or national occupational skill standards recognized by business and industry
- Career and Technical Student Organizations (CTSO), which are integral parts of the specific program areas and available to all students enrolled
- work-based learning opportunities such as cooperative education or internships relevant to the programs in which students are enrolled and to their career goals
- real-world contextual learning experiences that provide students with increased opportunities to apply academic content within a career area
- opportunity for students to earn certificates upon completing four credits in a career major or completion of specified tasks within a career area

High school graduation requirements allow for interdisciplinary or applied courses to substitute for specific academic courses required for graduation. This option provides high schools the opportunity to offer courses that have the same academic rigor and include the required content standards for specific content areas as traditional courses but deliver the content through more contextual, hands-on approaches.

Several interdisciplinary courses that meet the high school graduation requirements have been developed in Career and Technical Education. Any high school, career and technical center, or area technology center would be eligible to offer interdisciplinary courses.

Career and Technical Student Organizations provide a unique program of career and leadership development for middle level and high school students enrolled or who have been enrolled in Career and Technical Education programs. A CTSO is a powerful instructional tool when integrated into the classroom by a Career and Technical Education teacher committed to the development of the total student. Organized activities provide opportunities for students to gain personal and leadership skills that help make them more employable, prepare them to become productive citizens and assist them in assuming positive roles in home and community.