***Massachusetts Curriculum Framework – Public Comment Draft 2019***

**Attachment: Item 5 Arts Framework Public Comment Draft**

**Grades Pre-Kindergarten to 12**





**This document was prepared by the Massachusetts Department of Elementary and Secondary Education**

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***Massachusetts Department of
Elementary and Secondary Education*75 Pleasant Street, Malden, Massachusetts 02148-4906**

Dear Colleagues,

I am pleased to present to you the *Massachusetts Curriculum Framework for Arts* adopted by the Board of Elementary and Secondary Education in June 2019. This Framework is built upon the foundation of the 1999 *Massachusetts Curriculum Framework for Arts*, as well as the *National Core Arts Standards* developed in 2014.

The current Framework incorporates improvements suggested by members of the Arts Curriculum Framework Review Panel, scholars who served as Content Advisors, and the individuals and organizations who provided comments during the public comment period in early 2019.

This revision of the Framework retains the strengths of the previous frameworks and includes these improved features:

* addition of the discipline of media arts to the existing disciplines of dance, music, theatre, and visual arts;
* increased emphasis on the importance of creating original work in the performing arts and on presenting in visual and media arts;
* increased emphasis on responding to the work of other students and work from masters, with a focus on understanding the context in which art works were created;
* alignment to a consistent structure organized around a common set of artistic practices across the five disciplines to encourage integrated instruction and collaboration; and
* ambitious standards that highlight the importance of art as part of a well-rounded education that prepares students for college, careers, and civic participation.

In the course of revising these standards, the Department received many valuable comments and suggestions. I want to thank those who contributed their ideas, enthusiasm, and determination to make the standards useful for students, families, educators, and the community. In particular, I am grateful to the members of the Arts Standards Review Panel, especially the facilitators who led those panels, and to our Content Advisors, for giving their time generously to the project of improving learning standards for Massachusetts students. I am proud of the work that has been accomplished.

We will continue to collaborate with schools and districts to implement the 2019 *Massachusetts Curriculum Framework for Arts* over the next several years. We have hired a new full time Arts Content Support Lead to assist with implementation. All Massachusetts frameworks are subject to periodic review and improvement for the benefit of the students of the Commonwealth.

We hope you will find this Framework useful in building a strong Arts curriculum for your school or district. A well-rounded arts curriculum should expose students to a rich diversity of high-quality works from multiple genres, cultures, and time-periods. The purpose of teaching arts is not only to develop skills in a given art form, but also to instill in students a deep appreciation for art, beauty, and truth, while broadening their understanding of the human condition from differing points of view.

Thank you again for your ongoing support and for your commitment to achieving the goal of improved achievement for all students.

Sincerely,

Jeffrey Riley.
Commissioner of Elementary and Secondary Education

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# Document Organization

**The Vision** describes the significance of the arts to a well-rounded education and to preparation for college, career, and civic participation. **The Guiding Principles** describe the key components that should guide the design, implementation, and evaluation of pre-k through grade 12 arts curriculum and instruction. **The pre-k through 12 Standards for Artistic Practice** describe skills students develop and improve across their entire Arts education. They focus on dispositions and skills that underlie creating, presenting, producing, responding within each arts discipline, and making connections across disciplines. **The Content Standards** describe what students should know and be able to do in each of the arts disciplines within elementary and middle school grade clusters (pre-k-k, grades 1-2, 3-4, 5-6, 7-8), and in high school courses at the foundations, proficient, and advanced levels. They are organized into five disciplines (dance, media arts, music, theatre, and visual arts) and are designed to complement the development of the Standards for Artistic Practice.

# Vision

All Massachusetts students will become literate through active participation in the arts, expressing artistic ideas with skill, confidence, and purpose. They will understand the role of the arts in their individual lives and how the arts contribute to their communities and cultures around the world.

## The Arts Are Important to a Well-Rounded Education

**Federal education legislation of 2015 (the “Every Student Succeeds Act”) defined a well-rounded education as one that includes the arts.** The arts complement the skills and content of mathematics, science and technology/engineering, English language arts, history and social science, and foreign languages. Study of the arts engages students’ divergent thinking in seeking and finding solutions to problems, and in communicating ideas and emotions not amenable to expression through words alone.

**A well-rounded pre-K to grade 12 education prepares all students to succeed in education beyond high school.** Study of the arts develops attitudes, skills, and content knowledge applicable to a comprehensive education. These include the pursuit of excellence; creativity and flexibility; focus and concentration; working collaboratively; respect for people with diverse experiences, abilities, and perspectives; and cultural and historical knowledge.

 **A well-rounded pre-K to grade 12 education looks ahead to students’ employability and adaptability to careers that are likely to evolve throughout their lifetimes.** The global economy is shifting to an economy of ideas and innovation. According to a coalition of researchers, 73 percent of American corporate leaders affirm that creativity is an essential skill for success, but most high school graduates were deficient.[[1]](#footnote-1) Companies with greater measures of creativity perform better financially.[[2]](#footnote-2) Currently over 3.4 million people nationally are employed in creative industries. In Massachusetts alone, the creative economy includes jobs ranging from design to writing to entertainment and reflects a billion-dollar industry.[[3]](#footnote-3)

**What is Artistic Literacy?**

In 2014, national arts education associations collaborated on the [National Core Arts Standards](https://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_0.pdf) (NCAS), which emphasized the process-oriented nature of the arts and arts learning; added media arts to the disciplines of dance, music theatre, and visual arts; and defined artistic literacy.

*Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.*

**A well-rounded pre-K to grade 12 education prepares students to contribute to the civic life of their communities.** The arts are an indispensable element of vibrant community life in Massachusetts cities and towns. Citizens’ lives are enriched by local arts centers and internationally known museums and performance groups whose exhibitions and productions often provoke discussions about society, politics, and aesthetics. People who have had sequential and meaningful arts education as students tend to continue to participate in the arts as adults – as performers, creators, and audience members. They support the arts in the community today and as a legacy for future generations.

## The History and Review Process of the 2019 Massachusetts Arts Framework

The Massachusetts Arts Framework of 2019 is the third set of arts standards for Massachusetts since the Massachusetts Education Reform Act of 1993 authorized the Board of Education “to direct the commissioner to institute a process to develop academic standards for the core subjects of mathematics, science and technology, history and social science, English, foreign languages, and the arts.” The Board adopted the first set of arts standards in 1995. In 1999, the second Framework identified standards in dance, music, theatre, and visual arts, following the organization of the 1994 *National Standards for Arts Education*.

The latest Massachusetts review process began in October of 2017. Department of Elementary and Secondary Education (DESE) staff met with arts educators from across the state, as well as representatives from state arts education associations, to develop and answer questions to guide the review process. Following this initial outreach, DESE staff recruited arts educators to serve as facilitators to lead the review process for each arts discipline. These facilitators worked with a review panel in summer and fall of 2018 to develop proposed modifications and additions to the 1999 arts standards.

The February draft of the 2019 *Massachusetts Arts Framework* endorses the NCAS definition of artistic literacy, uses the NCAS “Anchor Standards” as the Massachusetts “Standards for Artistic Practice,” and includes media arts as a distinct artistic discipline. It includes Content Standards that specify what students should know and be able to do in the arts in pre-K to K, grades 1-2, 3-4, 5-6, 7-8 and at the novice, foundation, proficient, and advanced levels of high school courses.

*\*\*DESE will add to this section following the public comment period and finalization of the 2019 Framework\*\**

### What the Arts Curriculum Framework Does and Does Not Do

The standards define what all students should know and be able to do, not how teachers should teach. A great deal is left to the discretion of teachers and curriculum developers. While the standards focus on what is most essential, they provide a floor but not a ceiling. This is especially the case in the arts, where some students will move far beyond these standards, and that is encouraged and expected.

No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need, nor the advanced materials to support students ready to go further. It is beyond the scope of the standards to define the full range of support appropriate for English learners and for students with disabilities. Still, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives.

The curriculum frameworks do provide a structure intended to guide the selection, development, and evaluation of art curriculum and programming that builds student’s artistic literacy. It does through the practices of developing artistic ideas to create original work, presenting or performing artistic works to others, responding to the structure and context of artistic works and making connections about how art impacts the self, history, and culture. It further identifies specific content standards that students should demonstrate by the end of the grade or course.

It is also important to note that many arts courses will teach a range of technical skills, such as kiln technique in ceramics or positions in ballet. This framework does not intend to diminish the importance of these technical skills, but they should be defined within the context of each course.

# Guiding Principles for Effective Arts Education

The following principles are philosophical statements that underlie the standards and resources in this curriculum framework. They should guide the design and evaluation of arts programs in schools. Programs guided by these principles will prepare students for colleges, careers, and their lives as productive citizens.

#### Guiding Principle 1

##### An effective arts education develops students’ understanding of the concept of artistic intent.

Arts programs should focus on helping students create or perform work guided by thoughtful and intentional decision-making. Likewise, students should understand that an analysis or critique of a work of art takes into account artistic intent. A high-quality arts education program keeps artistic intent central by ensuring student analytical and aesthetic thinking, opportunities to share work, and conversations.

What does a classroom look like when a teacher focuses on developing artistic intent? Imagine a kindergarten teacher who inspires students to have an aesthetic response to a snowy day. The children go outside, observe the rhythms of falling snow, examine the geometry of snowflakes, hear the snow crunch beneath their boots, feel the chill and wetness of melting snow through their mittens. Back inside, children talk about the different ways they perceived snow before choosing art materials to express their *own* ideas of experiencing snow. The images are all likely to be different, each informed by an individual child’s desire to communicate what he or she saw, heard, or felt. The classroom gallery becomes a vibrant space as children discuss the intention behind their work.

The young child who learns that making art is purposeful creative work has taken the first step to becoming an artist and comprehending the power of the arts to inspire creative expression. As President John F. Kennedy wrote, “If art is to nourish the roots of our culture, society must set the artist free to follow his vision wherever it takes him. We must never forget that art is not a form of propaganda; it is a form of truth[[4]](#footnote-4).”

#### Guiding Principle 2

##### An effective arts education fosters a coherent and rigorous progression of learning.

Each lesson of an arts program should build upon each other into a coherent progression of learning. This framework presents the artistic processes of creating, presenting/performing/producing, responding, and connecting from the *National Core Arts Standards* in 11 Standards of Artistic Practice that are applicable to all the grades. It also includes Content Standards that specify what students should know and be able to do in the arts disciplines at various points in their school experience. The Content Standards and Practice Standards are designed to be used together to connect knowledge, skills, and practices that build into a coherent, sequential, and rigorous program. Using the structure of Content and Practice Standards, educators express their own creativity in choosing resources and materials to implement aligned lessons, units, and assessments in creating a coherent program that builds on the learning from previous lessons and units to promote the development of students’ artistic literacy.

#### Guiding Principle 3

##### An effective arts education is relevant to students’ interests.

We live in a world full of music, images, and movement. Most students already have deep and personal relationships with the arts – they are apt to have passionate opinions about favorite musicians or actors. A high-quality arts program supports educators in becoming familiar with the art forms students already value and makes authentic efforts to include these genres and styles where appropriate, not just as a strategies for engagement, but as legitimate forms of expression. Teaching with students’ culture in mind might mean having students design their own superhero figures, compose original country music, research the interaction of social movements and visual memes, or perform spoken word poems with a distinctive contemporary beat.

This guiding principle is challenging! What engages students one year may not work with students the following year. Educators need not become experts in every emerging art form, but they should become skilled at helping students understand how to express themselves in ways that are most authentic to them.

#### Guiding Principle 4

##### An effective arts education acquaints students with genres and styles from various cultures and time periods.

There is a balance between acknowledging students’ artistic interests and need for self-expression and exposing them to a wide variety of genres and styles from many historical periods and cultures. The arts from all over the world are an important part of our complex heritage as Americans. They help us understand the scope and breadth of human history. In the course of a well-designed pre-K to grade 12 arts program, arts curriculum designers have tremendous opportunities to motivate students to explore and perform works from Africa, Asia, and the Middle East, as well as Europe and the Americas.

#### Studying a wide range of art forms helps students understand cultural allusions that they will encounter elsewhere in conversation and study. For example, the student who has discussed Salvador Dali’s 1931 painting, “The Persistence of Memory,” will recognize its melting clocks and bleak landscape as examples of surrealist imagery. Students who see Lin-Manuel Miranda’s *Hamilton* should hear how he incorporates musical elements from hip-hop, rhythm and blues, pop, soul, and show tunes into the production.

#### Guiding Principle 5

##### In effective arts education programs, students have the opportunity to experience different artistic roles, groupings, and uses of media.

In addition to exposure to a variety of genres and styles, students should learn about many different kinds of work artists do and the different media they use. This will mean different things for different disciplines. Students should have experiences in different roles such as that of a dancer or choreographer in dance, or a stage manager or costume designer in theatre. Students should explore different instruments in music, produce range of interactive or design projects, or use an array of visual arts media in both 2D and 3D. This guiding principle is particularly important in the elementary and middle grades. By high school, especially in advanced courses, it is appropriate for students to focus on deep mastery of a particular role or medium, whether it is playing the flute, theatrical lighting, sculpting in wood, painting, or animating a short film.

Across the arts program should students have a wide range of experiences working independently and with different size groups. For example, in visual art classes where students usually work independently, educators can design small and large collaborative group projects that reflect how contemporary professional artists complete major works and installations. In music and dance programs where students usually perform as large group ensembles, educators explore opportunities for small group and solo performance opportunities.

#### Guiding Principle 6

##### An effective arts education makes connections with other disciplines and bodies of knowledge.

A high-quality arts curriculum integrates knowledge from many fields of study, making connections among and beyond the arts. Arts Integration is a method of teaching and learning that links curriculum content with artistic discipline, creative expression, and individual inquiry. Consulting the grade-level and course topics and standards in the *Massachusetts Science and Technology/Engineering, Mathematics, English Language Arts and Literacy,* *History and Social Science,* *Digital Literacy and Computer Science, Foreign Languages* and *Comprehensive Health Frameworks* helps arts teachers find opportunities for collaborating with teachers of these subjects. Creative exploration helps students find personal connections to content knowledge, enhances comprehension, and develops students’ point of view, making academic content compelling and memorable.[[5]](#footnote-5)

#### Guiding Principle 7

##### An effective arts education promotes family and community engagement.

In order for students to have authentic opportunities to share their artistic work, effective arts education programs create opportunities to engage with families and the community. Family members often have arts backgrounds to share with students. Local artists and performers, museums, performance spaces, cultural organizations, and arts-related businesses can also contribute to the richness of a school or district arts program. In particular, there should be opportunities for performing arts students to share their artistic intent in performing for families and the community and for visual and media arts students to exhibit their work beyond the school community.

#### Guiding Principle 8

##### An effective arts education supports social and emotional growth.

Students develop their social and emotional skills through every subject. The arts are unique because they offer so many opportunities for students to lead others and to practice collaboration. The arts also help students develop their own self-awareness, confidence, and persistence. In doing so, the arts help to deepen respect for others’ ideas, cultures, and perspectives. For example, actors must assume the personalities of characters that help them develop empathy for people who are markedly different. Group performances require cooperation, concentration, listening to colleagues. Successful performances and exhibitions require a level of bravery to put one’s work out for public view and criticism. The thrill of an excellent performance boosts self-confidence. Former Secretary of Education Arne Duncan observed that diverse artistic experiences foster flexibility: “The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively.[[6]](#footnote-6)”

#### Guiding Principle 9

##### An effective arts education program is inclusive; all students participate and benefit.

Effective arts programs provide the necessary supports for all students to meet the standards. The standards allow for the widest possible range of students to participate fully from the outset with appropriate accommodations as needed. Inclusive arts education programs are based in the philosophy that all students can and have the right to express themselves through the arts. Such programs ensure maximum participation of students with disabilities, English learners, students with minimal experience with the arts, and students who have completed advanced arts training. In the arts, as in any other academic subject, some students may require assistive technologies, others may need more time, practice, or individual help. Regardless, all students must feel welcome in the arts studio, in the practice room, on the stage, or at an exhibition and valued for their artistic insights.

# The Standards for Artistic Practice

The Standards for Artistic Practice describe the processes and skills students learnas practitioners throughout the elementary, middle, and high school years. Based on the processes presented in the 2014 *National Core Arts Standards* (NCAS), these practices focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theatre, visual arts).

Designers of curricula, assessments, and professional development should connect the Standards for Artistic Practice with the Content Standards.

##### Cluster 1: Creating art with artistic intent.

**What are Artistic Ideas?**

The term “idea” is used throughout the framework to represent a building block of an artistic work. This could be a musical motif or sound, or a texture or shape in visual arts. While the student may be able to describe them verbally, it is just as likely they will not.

Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.

**Practice 1. Generate and conceptualize artistic ideas and work.** Through exploration, students generate a wide variety of innovative ideas while pushing the boundaries of connection, style, genre, or medium.

**Practice 2. Organize and develop artistic ideas and work.** Using a myriad of tools (e.g., brainstorms, sketches, outlines), students plan and organize their ideas to best support their artistic intent.

**Practice 3. Refine and complete artistic work.** Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students ideate and make adjustments to their artistic ideas to better express, evoke, or communicate their artistic intent.

##### Cluster 2: Presenting, performing, or producing artistic works to evoke, express, or communicate.

Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.

**Practice 4. Select, analyze, and interpret artistic work for presentation.** When performing work written by others, students interpret the creator’s script or score to convey the artist’s intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.

**Practice 5. Develop and refine artistic techniques and work for presentation.** Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.

**Practice 6. Convey meaning through the presentation of artistic work.** Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.

##### Cluster 3: Responding to arts through intellect and emotion.

Artistically literate students analyze and evaluate their own and others’ works of art.

**Practice 7. Perceive and analyze artistic work**. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator’s intent.

**Practice 8. Interpret intent and meaning in artistic work.** Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.

**Practice 9. Apply criteria to evaluate artistic work.** Students evaluate an artwork’s effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally-created criteria.

##### Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.

Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.

**Practice 10. Synthesize and relate knowledge and personal experiences to make art.** Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect on their own artistic identity.

**Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding.** Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.

# Organization of the Content Standards

**Integration:** The standards were written to intentionally highlight the connections across the different disciplines and grades. This was done to promote consistency and integration across the arts. For example, students in all disciplines and grades are working on using criteria to evaluate artwork. This may look similar or different across the different disciplines, but provides a common structure to support districts in using these standards to best match how their Arts programs are organized.

The framework first groups content standards by **discipline:** dance, media arts, music, theatre, and visual arts. The pre-K through grade 8 standards are organized in grade pairs or dyadsand standards for the high school grades are organized in courses. The content standards for each grade dyad or high school course are then organized by the four **clusters** of the Standards for Artistic Practice, with at least one **content standard** aligned to each of the eleven practice standards. This intentional, nearly one-to-one relationship between practice and content standards supports vertical (across grades) and horizontal (across disciplines) alignment.

##### High School Courses

Within each discipline, high school content standards are presented in courses.

* **Foundation** courses are introductory or survey courses that high school students typically complete during the first or second year of high school.
* **Proficient** courses are built upon students’ work in Foundations courses and begin to focus on specific aspects of the discipline.
* **Advanced** courses are designed to prepare students for post-high school study in the discipline. The framework includes special advanced courses to address unique features of the disciplines. For example, the Technical Theatre and Musical Composition course reflect specialized offerings in Theatre and Music respectively.
* Finally, the framework includes standards for **Novice** Solo & Ensemble appropriate for courses designed for students without significant prior experience playing music. These courses may be appropriate to ensemble courses offered in the middle school grades.

##### Matching Standards and Courses

Educators should look across these standards when determining which best match a course. This framework is not intended to match every possible course offered in schools. For example, there may not be a good match for a musical appreciation course, but educators could look closely at the responding and connecting practices to help identify which learning standards could guide this type of course.

##### Standards Organization

The standards are organized by discipline, with a page for each grade dyad (PK-K, 1-2, 3-4, 5-6, 7-8) or high school course (Novice, Foundation, Proficient, Advanced). The standards are organized into the four clusters, with each practice in bold, followed by the content standard and standard identifier.

Each standard has a unique standard identifier following content standard, as shown in the example below. The identified consists of the grade dyad or course, discipline initial, and practice, and a lower case letter if necessary.

**Grades**

**Practice (in bold)**

**Discipline**

# 1st-2nd Grade Music Standards 1-2

Create

1. **Generate and conceptualize artistic ideas and work.** Improvise short musical ideas with voice and instruments. (1-2.M.1)
2. **Organize and develop artistic ideas and work.** Connect multiple different self-created musical ideas together into a single piece. (1-2.M.2)
3. **Refine and complete artistic work.** Improvise different musical ideas using the same voice or instrument. (1-2.M.3)

**Cluster**

**Standard Identifier**

**Content Standard**

For example, the standard “Improvise short musical ideas with voice and instruments.” Would be coded 1-2.M.1 since this standard is for grades 1 and 2, in music, and related to Practice 1. If there are multiple standards related to a single practice in the same grade dyad, discipline, and cluster they are distinguished by a lower case letter.

#

# Pre-KPreK-K Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Use a variety of props when exploring movement. (PK-K.D.1)
2. **Organize and develop artistic ideas and work.**
	1. Identify and distinguish between body parts in movements, (e.g., feet and toes). (PK-K.D.2a)
	2. Sustain attention during dance activities. (PK-K.D.2b)
3. **Refine and complete artistic work.** With prompting and support, choose favorite movement ideas, practicing and demonstrating them. (PK-K.D.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Contrast movements in different levels (including, high, middle, low) and pathways (including, curvy, straight, circle, zig-zag, wavy, spiral). (PK-K.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Maintain personal and general space safely and respectfully (e.g., stop, start and control your body). (PK-K.D.5)
3. **Convey meaning through the presentation of artistic work.** Perform short dance works expressively. (PK-K.D.6)

##### Responding

1. **Perceive and analyze artistic work**. Meet expectations of an audience member (e.g., listening quietly, clap at the end). (PK-K.D.7)
2. **Interpret intent and meaning in artistic work.** Articulate personal responses to dance (e.g., this piece made me feel… this piece made me think…). (PK-K.D.8)
3. **Apply criteria to evaluate artistic work.** Share observations regarding a dance performance (e.g., "I noticed that everyone had a turn"). (PK-K.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Identify examples of dance in their daily life. (PK-K.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Move to different types of dance (e.g., tap, hip-hop, ballet, square). (PK-K.D.11)

# 1-21st-2nd Grade Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate dance ideas that utilize levels (e.g., high, low), pathways (e.g., straight, curvy), shapes (e.g., symmetric and asymmetric) and directions (e.g., backward, diagonal). (1-2.D.1)
2. **Organize and develop artistic ideas and work.** Initiate movements from locomotive or non-locomotive movements using different body parts. (1-2.D.2)
3. **Refine and complete artistic work.** Demonstrate accuracy in moving to a musical beat and responding to changes in tempo. (1-2.D.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Demonstrate the difference between pantomime and gesture in dance. (1-2.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Demonstrate partner skills of copying, leading, and following. (1-2.D.5)
3. **Convey meaning through the presentation of artistic work.** Move in ways that match cues or directions. (1-2.D.6)

##### Responding

1. **Perceive and analyze artistic work**. With support, identify basic the elements of dance (including, body, action, space, time, and energy). (1-2.D.7)
2. **Interpret intent and meaning in artistic work.** Move to and categorize dance works by mood. (1-2.D.8)
3. **Apply criteria to evaluate artistic work.** Demonstrate active observation as an audience member (e.g., noticing details, making connections.) (1-2.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Make connections between personal experience and a work of dance. (1-2.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify different styles of dance (e.g., tap, hip-hop, ballet, square). (1-2.D.11)

# 3-43rd-4th Grade Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Improvise ideas that explore space (e.g., levels, shapes, directions, pathways) and time (e.g., fast and slow) as elements of dance. (3-4.D.1)
2. **Organize and develop artistic ideas and work.** Create a dance phrase with a beginning, middle, and end; be able to repeat it. (3-4.D.2)
3. **Refine and complete artistic work.** Respond to a movement challenge and hypothesize possible solutions. (3-4.D.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Demonstrate accuracy in memorizing and reproducing movement phrases. (3-4.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Identify strategies to improve strength, flexibility, endurance, balance, and coordination. (3-4.D.5)
3. **Convey meaning through the presentation of artistic work.** Move expressively to a musical beat and responding to changes in tempo. (3-4.D.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how different movement elements (e.g. space, time, effort) contribute to the meaning of a dance. (3-4.D.7)
2. **Interpret intent and meaning in artistic work.** Explain the relationship between culture, venue, and audience behavior (e.g., street performance, formal presentation). (3-4.D.8)
3. **Apply criteria to evaluate artistic work.** Identify how the basic technical elements of dance (e.g., lighting, sound) can be used to support the artist's purpose. (3-4.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Distinguish your own preferences in dance from those of others (such as friends or family). [Connected to Grade 3 - reading standard 6 where students are asked to distinguish their point of view from the author's]. (3-4.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Describe ways dance performance is different from other forms of movement used in sports and everyday gestures. (i.e., identify the role of artistic intent). (3-4.D.11)

# 5-65th-6th Grade Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate interdisciplinary ideas that explore space (including, direct and indirect), and time (including, sudden and sustained) and force (including, strong and light) as elements of dance. (5-6.D.1)
2. **Organize and develop artistic ideas and work.**
	1. Organize choreographed phrases using compositional forms (e.g., AB, ABA, canon, rondo, retrograde, theme-variations). (5-6.D.2a)
	2. Record movements and choreography using proper dance terminology. (5-6.D.2b)
3. **Refine and complete artistic work.**
	1. Refine a dance phrase by making changes in space, time, and energy/force. (5-6.D.3a)
	2. Create sequences of movement that demonstrate various technical elements such as unison, contrast, repetition, and climax. (5-6.D.3b)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Develop an artistic statement that explains their movement choices. (5-6.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Demonstrate understanding of flexibility, alignment, initiation of movement, weight shift, and balance. (5-6.D.5)
3. **Convey meaning through the presentation of artistic work.** Formally present a short movement work to an audience. (5-6.D.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how a movement work's form (e.g., ABA, Rondo) supports the choreographer's intention. (5-6.D.7)
2. **Interpret intent and meaning in artistic work.** Use specific vocabulary to identify details about a movement work. (5-6.D.8)
3. **Apply criteria to evaluate artistic work.** Apply a rubric to evaluate a dance work (e.g., a rubric that includes: skills of performers, originality of movement, visual and/or emotional impact, variety, contrast and appropriateness of the artistic elements). (5-6.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate their personal artistic style and how they use it to maintain a positive body image. (5-6.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify influential works of dance from different periods and how they impact current dance forms. (5-6.D.11)

# 7-87th-8th Grade Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Create movement ideas that combine multiple varied artistic elements (e.g., explores how level and shapes interact with space and force). (7-8.D.1)
2. **Organize and develop artistic ideas and work.** Use the basics of one type of dance notation to document an original movement ideas (e.g., Laban and Benesh). (7-8.D.2)
3. **Refine and complete artistic work.** Apply strategies to overcome creative blocks. (7-8.D.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Envision and describe a character's inner thoughts and objectives in a dance work. (7-8.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Demonstrate advanced technical dance skills (e.g. utilize weight shift and balance to support elevations and landing with partners.) (7-8.D.5)
3. **Convey meaning through the presentation of artistic work.** Match a dance performance with expressed intent (e.g., wanting the audience to identify with an emotion). (7-8.D.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how cultures are reflected in a diverse range of dance works. (7-8.D.7)
2. **Interpret intent and meaning in artistic work.** Explain how a dance is connected to the particular cultural, historical context where it was created. (7-8.D.8)
3. **Apply criteria to evaluate artistic work.** Develop criteria for evaluating a dance work (e.g., students create theme and criteria for a show that is juried by students). (7-8.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate influences of their personal dance style and preferences. (7-8.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify dance ideas from different cultures connected to different historical populations (e.g., how American slaves influenced early jazz dance). (7-8.D.11)

# FFoundations Course Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Create dance that reflects characteristics of different artistic movements. (F.D.1)
2. **Organize and develop artistic ideas and work.** Use one type of dance notation to document an original dance (e.g., Laban and Benesh). (F.D.2)
3. **Refine and complete artistic work.** Refine a dance to use costumes or props to better express, evoke, or communicate with an audience. (F.D.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify historical sources that explain movement conventions. (F.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Assess personal strengths and weaknesses in strength, flexibility, endurance, balance, and coordination and implement plans to improve. (F.D.5)
3. **Convey meaning through the presentation of artistic work.** Describe how decisions about a performance are connected to what the student wants to express, evoke, or communicate. (F.D.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze the style of a choreographer and how it manifests in a given movement work. (F.D.7)
2. **Interpret intent and meaning in artistic work.** Identify elements from a dance work that connect it to a specific genre or style. (F.D.8)
3. **Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating dance work. (F.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe what has influenced changes in one’s artistic style and preferences in dance. (F.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the connections between historical and cultural context and defining stylistic elements of dance movements (e.g., how the emergence of rock and roll influenced dance). (F.D.11)

# PProficient Course Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Consistently apply research to support development of artistic ideas (e.g., research different styles of Chinese fans to support designing a prop). (P.D.1)
2. **Organize and develop artistic ideas and work.** Identify different strategies dancers use to generate and organize their movement ideas. (P.D.2)
3. **Refine and complete artistic work.** Use historical and cultural context to refine personal movement choices. (P.D.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Demonstrate how choreographers use specific techniques to evoke, express, or communicate in a movement work. (P.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Contribute to the production of a movement work (e.g., run a section of a rehearsal). (P.D.5)
3. **Convey meaning through the presentation of artistic work.** Modify a performance by anticipating audience responses to better align to student's artistic intent. (P.D.6)

##### Responding

1. **Perceive and analyze artistic work**. Compare and contrast different movement works in use of theme, space, timing and rhythms, gestures and body language, properties (props), or costumes. (P.D.7)
2. **Interpret intent and meaning in artistic work.** Compare and contrast the artistic elements that make contemporary dance unique (P.D.8)
3. **Apply criteria to evaluate artistic work.** Choose and defend different criteria for evaluating dance work. (P.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe how dance influences their approach to other academic disciplines (e.g., how learning from physical education about body control connects to dance). (P.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Explain the relationship between dance and commercialization or propaganda (e.g., describing whether a commercial depiction of hip-hop dance is authentic.) (P.D.11)

# AAdvanced Course Dance Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate original ideas that integrate aesthetic principles with personal style. (A.D.1)
2. **Organize and develop artistic ideas and work.** Document strategies they use regularly to organize their artistic ideas (e.g., keeping a journal). (A.D.2)
3. **Refine and complete artistic work.** Identify movement challenges and the advantages and disadvantages of different solutions. (A.D.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Perform with technical accuracy a piece that exhibits strength, balance, endurance, and coordination. (A.D.4)
2. **Develop and refine artistic techniques and work for presentation.** Organize and lead the production of a movement work (e.g., running rehearsals for a small group performance). (A.D.5)
3. **Convey meaning through the presentation of artistic work.** Create art that affects change by challenging an audience. (A.D.6)

##### Responding

1. **Perceive and analyze artistic work**. Identify ways a contemporary movement work pushes boundaries of the genre and discipline. (A.D.7)
2. **Interpret intent and meaning in artistic work.** Analyze the ways their own cultural and personal perspectives and bias impacts how they understand a dance work. (A.D.8)
3. **Apply criteria to evaluate artistic work.** Identify how bias, culture, and privilege can impact the criteria we use to evaluate dance work. (A.D.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Explain the development of their aesthetic vision as a dancer and how it is represented in a movement piece. (A.D.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the historical and cultural context that caused the shifting of stylistic elements between dance styles. (A.D.11)

# Pre-KPreK-K Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Explore moving images or interactive art using a variety of media and tools. (PK-K.MA.1)
2. **Organize and develop artistic ideas and work.** Sustain attention during play and experimentation with a variety of media and tools. (PK-K.MA.2)
3. **Refine and complete artistic work.** With prompting and support, generate multiple ideas for a moving image or interactive piece. (PK-K.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Describe process and choices made when generating components for a moving image or interactive piece. (PK-K.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Select media product from play and experimentation to share. (PK-K.MA.5)
3. **Convey meaning through the presentation of artistic work.** Give reasons for selecting a product to present. (PK-K.MA.6)

##### Responding

1. **Perceive and analyze artistic work**. With prompting and support, identify similarities between multiple different media art pieces. (PK-K.MA.7)
2. **Interpret intent and meaning in artistic work.** Share observations regarding a variety of media artworks. (PK-K.MA.8)
3. **Apply criteria to evaluate artistic work.** Articulate personal responses of media artworks (e.g. this piece made me feel… this piece made me think…). (PK-K.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Identify examples of media artworks in the student's daily life. (PK-K.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** With support, identify different types of media artwork (e.g., animation, website, digital space). (PK-K.MA.11)

# 1-21st-2nd Grade Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate ideas using a variety of platforms (e.g., webpages, animation, videos). (1-2.MA.1)
2. **Organize and develop artistic ideas and work.** Develop plans for media arts productions (e.g., a student says beforehand, "I'm going to make an animation out of only triangles"). (1-2.MA.2)
3. **Refine and complete artistic work.** Refine ideas using artistic elements (e.g. color, movement) for moving imagery or interactive art. (1-2.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Identify different times, places, audiences, and contexts for presenting media artwork. (1-2.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Organize artwork with artistic intent (e.g. by theme, concept, or other organizational principle). (1-2.MA.5)
3. **Convey meaning through the presentation of artistic work.** Identify one's best work or one's favorite work for sharing. (1-2.MA.6)

##### Responding

1. **Perceive and analyze artistic work**. With support, identify the basic elements of media art (collections of images and sound, technology, interactivity). (1-2.MA.7)
2. **Interpret intent and meaning in artistic work.** Categorize artwork by subject matter and mood. (1-2.MA.8)
3. **Apply criteria to evaluate artistic work.** Demonstrate close observation of artistic work (e.g. noticing details, making connections). (1-2.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Make connections between an artwork and their personal experience. (1-2.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify examples of different contexts within media artworks. (1-2.MA.11)

# 3-43rd-4th Grade Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate media arts ideas that utilize moving imagery and interactivity. (3-4.MA.1)
2. **Organize and develop artistic ideas and work.** Organize and plan an idea using a teacher-selected strategy (e.g., sketching, brainstorming, simplified story boarding, flow charts, or modeling). (3-4.MA.2)
3. **Refine and complete artistic work.** Respond to artistic challenges and hypothesize possible outcomes (e.g., How can moving images be used to teach others about endangered species?). (3-4.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Explain the process used when making personal art, including documenting the early stages of the creative process using a variety of methods. (3-4.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Refine a specific technique to produce a media artwork (e.g., creating realistic interactive object like a basketball). (3-4.MA.5)
3. **Convey meaning through the presentation of artistic work.** Create a work that expresses, evokes, or communicates directed idea (e.g., students create a work that delivers a message to a specified audience). (3-4.MA.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how aesthetic principles impact the effect and purpose of media artworks. (3-4.MA.7)
2. **Interpret intent and meaning in artistic work.** Explain how a piece of artwork can identify multiple perspectives and diverse community ideas, and can help connect oneself to a community or culture. (3-4.MA.8)
3. **Apply criteria to evaluate artistic work.** Identify how the basic technical elements of media artwork (e.g., moving image, sound, interactivity) can be used to support the artist's purpose. (3-4.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Distinguish personal preferences in media arts from those of others (e.g., friends, family, teachers). [Connected to Grade 3 - reading standard 6 where students are asked to distinguish their point of view from the author's]. (3-4.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Describe ways media arts can be used to express ideas in unique ways. (3-4.MA.11)

# 5-65th-6th Grade Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate integrative approaches to produce content for different audiences. (5-6.MA.1)
2. **Organize and develop artistic ideas and work.** Organize and plan an idea using a variety of self-selected strategies (e.g., storyboards, flowcharts, or prototypes). (5-6.MA.2)
3. **Refine and complete artistic work.** Refine a media arts idea by making changes in how images, interactivity, or sound are used. (5-6.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Explain artistic choices by developing an artist statement. (5-6.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Develop a visual plan for displaying a media artwork, analyzing where viewers will interact with the work and other needs of the viewer. (5-6.MA.5)
3. **Convey meaning through the presentation of artistic work.** Formally present a media artwork piece that makes connections to other disciplines. (5-6.MA.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how an artwork's form supports the artist's intention (e.g., does the work follow a tropes). (5-6.MA.7)
2. **Interpret intent and meaning in artistic work.** Use specific vocabulary to identify details about a media arts work. (5-6.MA.8)
3. **Apply criteria to evaluate artistic work.** Apply a rubric to evaluate a media piece. (5-6.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate one’s own artistic style, and preferences in media arts. (5-6.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify influential media works and how they impacted media arts. (5-6.MA.11)

# 7-87th-8th Grade Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate media arts ideas that integrates multiple images, sound and interactivity in a variety of ways. (7-8.MA.1)
2. **Organize and develop artistic ideas and work.** Develop artistic plans that are clear enough for others to implement those ideas. (7-8.MA.2)
3. **Refine and complete artistic work.** Apply strategies to overcome creative blocks. (7-8.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Prepare a theme-based exhibition. (7-8.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Utilize different approaches to share media work. (7-8.MA.5)
3. **Convey meaning through the presentation of artistic work.** Match a media work with expressed intent (e.g. wanting the audience to feel tension between two positions). (7-8.MA.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how culture is reflected in a diverse range of media works. (7-8.MA.7)
2. **Interpret intent and meaning in artistic work.** Explain how a media artwork is connected to the particular cultural, historical context where it was created. (7-8.MA.8)
3. **Apply criteria to evaluate artistic work.** Develop criteria for evaluating a collection of media artwork (e.g., students create theme and criteria for a show that is juried by students). (7-8.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate influences of personal artistic style and preferences in media arts. (7-8.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Explain and demonstrate how the media art are evolving in different cultures (e.g., how media arts is evolving differently in Korea vs. the United States). (7-8.MA.11)

# FFoundations Course Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Create media arts ideas that are characteristic of different media genre. (F.MA.1)
2. **Organize and develop artistic ideas and work.** Create multiple different plans for a work prior to selecting one to implement. (F.MA.2)
3. **Refine and complete artistic work.** Refine concepts and content by focusing on specific element such as interactivity, temporality, or heterogeneity. (F.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Justify choices for curating and presenting artwork for a specific exhibit or event. [Students complete a proposal for a juried show within the community.] (F.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Develop a proposal for an installation, artwork, or digital space that transforms the perception and experience of a particular place. (F.MA.5)
3. **Convey meaning through the presentation of artistic work.** Describe how decisions about how a media artwork is presented is connected to what the student wants to express, evoke, or communicate. (F.MA.61)

##### Responding

1. **Perceive and analyze artistic work**. Analyze the style of a media artist, and how it manifests in a given media artwork. (F.MA.7)
2. **Interpret intent and meaning in artistic work.** Identify artistic elements from a work that connect it to a specific genre or style. (F.MA.8)
3. **Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating media artwork. (F.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe what has influenced changes in your own artistic style, and preferences in media arts. (F.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the connections between historical and cultural context and defining stylistic elements of multiple media artworks (e.g., shifting styles due to the birth of computer animation). (F.MA.11)

# PProficient Course Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Consistently apply research to support development of artistic ideas. (e.g., a student researches different ways artists have used background sound to emphasize surprise to create new ideas). (P.MA.1)
2. **Organize and develop artistic ideas and work.** Independently document an original multi-part media arts idea (e.g. wireframe, story board). (P.MA.2)
3. **Refine and complete artistic work.** Refine draft arrangements to differing audience. (P.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Explain how they used specific techniques to evoke, express, or communicate in an artistic work or collection. (P.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Contribute to an art show that explores a personally meaningful theme, idea, or concept (e.g., select work to include, provide feedback on presentation ideas). (P.MA.5)
3. **Convey meaning through the presentation of artistic work.** Modify a presentation of a media artwork by anticipating consumers responses to better align to artistic intent. (P.MA.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze the qualities and relationships of components in various media artworks and consider how they impact audience. (P.MA.7)
2. **Interpret intent and meaning in artistic work.** Compare and contrast the artistic elements that make media arts unique from other disciplines. (P.MA.8)
3. **Apply criteria to evaluate artistic work.** Choose and defend different criteria for evaluating media artwork. (P.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe how media arts includes content from other academic disciplines (e.g., how you use mathematical patterns to make a media artwork). (P.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Explain the relationship between media artworks and commercialization or propaganda (e.g. how memes get used to communicate political messages). (P.MA.11)

# AAdvanced Course Media Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate original ideas that integrate aesthetic principles with individual personal style. (A.MA.1)
2. **Organize and develop artistic ideas and work.** Document personal strategies used regularly to organize their artistic ideas (e.g. Sketchbook, digital folders, etc.). (A.MA.2)
3. **Refine and complete artistic work.** Identify artistic challenges and reflect upon the advantages and disadvantages of different solutions. (A.MA.3)

##### Presenting

1. **Select, analyze and interpret artistic work for presentation.** Create media productions by integrating multiple content and forms to support a central idea. (A.MA.4)
2. **Develop and refine artistic techniques and work for presentation.** Organize and plan art exhibition that explores a personally meaningful theme, idea, or concept [e.g. identify and coordinate an artistic space, setting up technology). (A.MA.5)
3. **Convey meaning through the presentation of artistic work.** Create media artwork that affects change by challenging an audience. (A.MA.6)

##### Responding

1. **Perceive and analyze artistic work**. Identify ways a contemporary media work pushes the boundaries of a genre and discipline. (A.MA.7)
2. **Interpret intent and meaning in artistic work.** Analyze the ways individual cultural and personal perspectives and bias impact how a media work is understood. (A.MA.8)
3. **Apply criteria to evaluate artistic work.** Identify how bias, culture, and privilege can impact the criteria used to evaluate media artwork. (A.MA.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Explain the development of a personal aesthetic vision as a media artist and how that is represented in a piece. (A.MA.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the historical and cultural context that caused the shifting of stylistic elements between artistic movements. (A.MA.11)

# Pre-KPreK-K Music Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** With prompting and support, sing or play short original musical ideas. (PK-K.M.1)
2. **Organize and develop artistic ideas and work.**
	1. Sustain attention during play and experimentation with music. (PK-K.M.2a)
	2. Name and demonstrate vocal production types (including speaking, singing, whispering). (PK-K.M.2b)
3. **Refine and complete artistic work.** With prompting and support, choose favorite musical ideas, practicing and demonstrating them vocally or on an instrument. (PK-K.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Contrasts different musical element opposites (including fast-slow, high-low, quiet-loud) through singing, playing, or moving. (PK-K.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Demonstrating rhythmic awareness by following simple rhythmic patterns using a steady beat when performing (e.g. body percussion, classroom instruments, or movement.) (PK-K.M.5)
3. **Convey meaning through the presentation of artistic work.** Perform a short original musical idea through singing and playing with expression. (PK-K.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Meet expectations of an audience member (e.g., listening quietly, clap at the end). (PK-K.M.7)
2. **Interpret intent and meaning in artistic work.** Share observations regarding diverse musical works (e.g., world, popular, folk, classical, etc.). (PK-K.M.8)
3. **Apply criteria to evaluate artistic work.** Articulate personal responses to music (e.g., this piece made me feel… this piece made me think…). (PK-K.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Identify examples of music they hear or perform in their daily life (e.g. in advertisements or radio). (PK-K.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Move to different genres and styles of music (e.g., classical, jazz, rock, country, hip-hop). (PK-K.M.11)

# 1-21st-2nd Grade Music Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Improvise short original musical ideas. (1-2.M.1)
2. **Organize and develop artistic ideas and work.** Connect multiple original musical ideas together into a single piece. (1-2.M.2)
3. **Refine and complete artistic work.** Explore different musical ideas by experimenting with the voice or instruments. (1-2.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Sing songs using head voice, appropriately-produced tone quality, and correct posture. (1-2.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Individually sing and play simple phrases following basic standard notation (e.g., half and quarter notes or matching simple pentatonic patterns). (1-2.M.5)
3. **Convey meaning through the presentation of artistic work.** Sing and play in groups matching dynamic levels and responding to the cues of a conductor. (1-2.M.6)

##### Responding

1. **Perceive and analyze artistic work**. With support, identify basic elements in familiar songs (including tempo, dynamics, rhythm, melody). (1-2.M.7)
2. **Interpret intent and meaning in artistic work.** Categorize musical works by feeling or mood. (1-2.M.8)
3. **Apply criteria to evaluate artistic work.** Demonstrate active listening as an audience member (e.g., noticing details, making connections). (1-2.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Make connections between personal experience and a musical work. (1-2.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify different genres and styles of music (e.g., folk songs, lullaby, jazz, reggae). (1-2.M.11)

# 3-43rd-4th Grade Music Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Sing or play original musical ideas that explore more complex rhythmic and melodic concepts (including, syncopation, three-four time signature, and minor keys). (3-4.M.1)
2. **Organize and develop artistic ideas and work.** Organize original music musical ideas with clear beginnings, middles, and endings; using simple binary or ternary forms. (3-4.M.2)
3. **Refine and complete artistic work.** Respond to a musical challenges and hypothesize possible solutions. (3-4.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Individually read moderately complicated rhythms and melodies (e.g., melodies with alternating eighth notes, quarter notes and half notes) in standard notation. (3-4.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.5)
3. **Convey meaning through the presentation of artistic work.** Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer’s musical intent. (3-4.M.7)
2. **Interpret intent and meaning in artistic work.** Explain the relationship between culture, venue, and audience behavior (e.g., street performance, symphony). (3-4.M.8)
3. **Apply criteria to evaluate artistic work.** Identify how the elements of music (e.g., tempo, dynamics) can be used to support the artist's purpose. (3-4.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Distinguish your own preferences in music from those of others (such as friends or family). [Connected to Grade 3 - reading standard 6 where students are asked to distinguish their point of view from the author's]. (3-4.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Describe ways music is different from other forms of everyday sounds. (i.e. what is the role of artistic intent). (3-4.M.11)

# 5-65th-6th Grade Music Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate interdisciplinary musical ideas using a variety of non-traditional sound sources (e.g., found sounds, digital technology, unusual voices). (5-6.M.1)
2. **Organize and develop artistic ideas and work.**
	1. Document original simple melodic ideas with standard notation. (5-6.M.2a)
	2. Organize musical ideas using expanded forms such as rondo and theme and variations. (5-6.M.2b)
3. **Refine and complete artistic work.** Improvise and compare different versions of a single musical idea (e.g., adding flourishes, altering rhythms). (5-6.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify standard notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing.(5-6.M.4)
2. **Develop and refine artistic techniques and work for presentation.**
	1. Sing and play music written in 3 parts using appropriate technique. (5-6.M.5)
	2. Develop awareness of where the natural break in one’s singing range is located and how to cross the break and even out the voice in this range.
3. **Convey meaning through the presentation of artistic work.** Sing and play in groups responding to cues from a conductor exhibiting stylistic elements. (5-6.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how an artwork's form (e.g., use of repetition, contrasting patterns, phrases, and themes) supports the composer's intention. (5-6.M.7)
2. **Interpret intent and meaning in artistic work.** Use specific vocabulary to identify details about a musical work. (5-6.M.8)
3. **Apply criteria to evaluate artistic work.** Apply a rubric to evaluate a musical work (e.g. a rubric that includes accuracy, sound quality, and expressiveness). (5-6.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate one’s personal musical style and preferences. (5-6.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify influential music from different periods and how they impacted music at the time and potentially today. (5-6.M.11)

# 7-87th-8th Grade Music Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Compose musical ideas (e.g., rhythms, melodies, ostinato, and harmonies) using expanded forms (e.g., introductions, transitions, codas). (7-8.M.1)
2. **Organize and develop artistic ideas and work.** Document an original melody and simple accompaniment using standard notation (e.g., a melody and chords). (7-8.M.2)
3. **Refine and complete artistic work.** Refine draft arrangements to ensure consistency in notation (e.g., key signatures, notes, and rhythms are written correctly). (7-8.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (7-8.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression a repertoire of vocal or instrumental literature with a level of difficulty of 1, on a scale of 1 to 6; or a comparable scale with at least four harmonic parts. (7-8.M.5)
3. **Convey meaning through the presentation of artistic work.** Match a musical performance or composition with expressed intent (e.g., wanting the audience to feel a particular emotion). (7-8.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how culture are reflected in a diverse range of musical work. (7-8.M.7)
2. **Interpret intent and meaning in artistic work.** Explain how a musical work is connected to the particular cultural, historical context where it was created. (7-8.M.8)
3. **Apply criteria to evaluate artistic work.** Develop criteria for a rubric for evaluating musical works (e.g., students create theme and criteria for a show that is juried by students). (7-8.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate influences of one’s personal musical style and preferences. (7-8.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify how musical ideas and traditions migrate with the people who originated them to affect other cultures, historical periods, and musical genres and styles (e.g., immigrant European folk music). (7-8.M.11)

# NNovice Solo & Ensemble Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Improvise short melodic and rhythmic ideas that reflect characteristics of different genres. (N.M.1)
2. **Organize and develop artistic ideas and work.** Record decisions about accuracy of written music (e.g., adding reminder of key signature, or indicate beat subdivisions for a difficult rhythm). (N.M.2)
3. **Refine and complete artistic work.** Refine musical interpretations exploring different elements (e.g. dynamics and articulations.) (N.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (N.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 2, on a scale of 1 to 6; or a comparable scale. (N.M.5)
3. **Convey meaning through the presentation of artistic work.** Match a musical performance with expressed intent (e.g., wanting the audience to identify with an emotion). (N.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how cultures are reflected in a diverse range of musical works. (N.M.7)
2. **Interpret intent and meaning in artistic work.** Explain how a musical work is connected to a particular cultural, historical context where it was created. (N.M.8)
3. **Apply criteria to evaluate artistic work.** Develop criteria for a rubric for evaluating musical works (e.g., students create theme and criteria for a show that is juried by students). (N.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe influences of one’s personal musical style and preferences. (N.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify musical ideas from different cultures studied in history and social science (e.g., American native). (N.M.11)

# FFoundations Solo & Ensemble Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Explore ideas for interpreting a work (e.g.Improvise embellishments to musical passages.) (F.M.1)
2. **Organize and develop artistic ideas and work.** Record decisions about interpreting written music (e.g., adding dynamics or accents). (F.M.2)
3. **Refine and complete artistic work.** Refine musical interpretations exploring different phrasing (e.g., incorporating tension, release, unity, and variety). (F.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify advanced strategies musicians use to practice and employ them in readying a musical work for performance. (F.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 3, on a scale of 1 to 6; or a comparable scale. (F.M.5)
3. **Convey meaning through the presentation of artistic work.** Describe how decisions about a performance are connected to what students want to express, evoke, or communicate. (F.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze the style a musician uses and how it manifests in a given musical work. (F.M.7)
2. **Interpret intent and meaning in artistic work.** Identify elements from a work that connect it to a specific genre or style. (F.M.8)
3. **Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating music to identify advantages and disadvantages of each approach. (F.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe what has influenced changes in one’s own musical style, and musical preferences. (F.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the connections between historical and cultural contexts and defining stylistic elements of multiple musical movements (e.g., Aaron Copland's quest for an American sound, or how Billie Holiday's “Strange Fruit” sparked a genre of protest songs). (F.M.1)

# PProficient Solo & Ensemble Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Apply research to support musical interpretation (e.g., students listens to several different recordings of a given piece to determine an approach to interpretation). (P.M.1)
2. **Organize and develop artistic ideas and work.** Arrange a melody for multiple instruments or voices. (P.M.2)
3. **Refine and complete artistic work.** Refine draft arrangements to ensure consistency in style, genre, and notation. (P.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Contribute to the production of a small group performance (e.g., run a section of a rehearsal). (P.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 4, on a scale of 1 to 6; or a comparable scale. (P.M.5)
3. **Convey meaning through the presentation of artistic work.** Modify a performance by anticipating audience responses to better align to student's artistic intent. (P.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Examine and critique how structure and context impact and inform performances. (P.M.7)
2. **Interpret intent and meaning in artistic work.** Compare and contrast the artistic elements that make contemporary music unique (e.g., compare and contrast how contemporary music is different from contemporary interpretations of a classical work.) (P.M.8)
3. **Apply criteria to evaluate artistic work.** Choose and defend different criteria for evaluating a specific musical performance. (P.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe how music influences one’s approach to other academic disciplines (e.g., how the physics of sound influences how one makes music). (P.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Explain the relationship between music and commercialization or propaganda (e.g., how Nike's use of 'Revolution' by the Beatles sparked controversy, or how Wagner’s music was used by Nazi Germany.) (P.M.11)

# AAdvanced Solo & Ensemble Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate instrumental or vocal interpretations that integrate aesthetic principles with personal style. (A.M.1)
2. **Organize and develop artistic ideas and work.** Arrange pieces for multiple instruments or voices in an array of genres and styles. (A.M.2)
3. **Refine and complete artistic work.** Identify musical challenges and reflect upon the advantages and disadvantages of different solutions (e.g., ideal hand position for a difficult phrase, breath spacing in a long passage). (A.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Organize and lead a small group performance (e.g., run rehearsals). (A.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 5, on a scale of 1 to 6; or a comparable scale. (A.M.5)
3. **Convey meaning through the presentation of artistic work.** Perform a musical work that affects change by challenging an audience. (A.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Identify ways a contemporary musical piece pushes boundaries of the genre and discipline. (A.M.7)
2. **Interpret intent and meaning in artistic work.** Analyze the ways their own cultural and personal perspectives and biases affect how they understand a musical work. (A.M.8)
3. **Apply criteria to evaluate artistic work.** Identify how bias, culture, and privilege can affect the criteria we use to evaluate musical performance. (A.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Explain the development of the group's aesthetic vision as an ensemble and how it is represented in a performance. (A.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the historical and cultural contexts that caused shifting of stylistic elements between musical movements (e.g., what caused the shift from classical to romanticism). (A.M.11)

# AMusical Composition Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Consistently apply research to generate compositional ideas (e.g., students listen to several different recordings of pieces that use industrial sounds to help generate new ideas). (C.M.1)
2. **Organize and develop artistic ideas and work.** Document strategies used regularly to organize artistic ideas (e.g., using a sound recorder to record ideas, or composing using a sonata form). (C.M.2)
3. **Refine and complete artistic work.** Refine musical pieces to extended rhythmic and harmonic ideas (e.g., composing in unusual time signatures or moving beyond I, IV, V progressions). (C.M.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explain how one’s composition relates to established musical genres, styles, forms (e.g., explain how their piece combines elements of jazz and Celtic music). (C.M.4)
2. **Develop and refine artistic techniques and work for presentation.** Lead the production and sharing of an original composition (e.g., student leads a concert where their work is performed). (C.M.5)
3. **Convey meaning through the presentation of artistic work.** Compose a musical composition that affects change by challenging an audience (e.g., student moves beyond mimicking a particular style). (C.M.6)

##### Responding

1. **Perceive and analyze artistic work**. Identify ways contemporary musical compositions pushes boundaries of the genre and disciple. (e.g., how Cher's use of Auto-Tune affected the music industry). (C.M.7)
2. **Interpret intent and meaning in artistic work.** Analyze the ways their own cultural and personal perspectives and bias affects how they understand a musical work. (e.g., noticing how a song's popularity impacts their perspective of the song). (C.M.8)
3. **Apply criteria to evaluate artistic work.** Construct an argument for selecting one criteria over another for evaluating a musical composition. (C.M.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Explain the development of one’s musicality or musical style and how it relates to a composition. (C.M.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the social, cultural, and personal influences on one's musical style as a composer. (C.M.11)

# Pre-KPreK-K Theatre Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.**
	1. Contribute story ideas in dramatic play. (PK-K.T.1a)
	2. Use everyday objects to create puppets, props, scenery, and costume pieces in dramatic play. (PK-K.T.1b)
2. **Organize and develop artistic ideas and work.**
	1. Understand difference between imagination and reality in dramatic play. (PK-K.T.2a)
	2. Sustain attention during dance activities. (PK-K.T.2b)
3. **Refine and complete artistic work.** Repeat improvised scenes in different ways (e.g., imagine this character was happy, redo the scene if it was raining). (PK-K.T.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify realistic feelings characters might have in a theatrical work. (PK-K.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Demonstrate appropriate behaviors of a theatrical presentation (e.g., waiting to enter, bowing at the end). (PK-K.T.5)
3. **Convey meaning through the presentation of artistic work.** Portray simple characters in dramatic play. (PK-K.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Meet expectations of an audience member (e.g., listening quietly, clap at the end). (PK-K.T.7)
2. **Interpret intent and meaning in artistic work.** Share observations regarding a theatrical work (e.g., "I noticed that all the mean characters were red"). (PK-K.T.8)
3. **Apply criteria to evaluate artistic work.** Articulate personal responses to theatrical work (e.g., this piece made me feel… this piece made me think…). (PK-K.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** With prompting and support, identify similarities between elements of a theatrical work and personal experiences. (PK-K.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** With support, identify different types of theatrical works (e.g., puppetry, musicals, improv. (PK-K.T.11)

# 1-21st-2nd Grade Theatre Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.**
	1. Propose ideas for costumes, props, and scenery in a guided drama experience. (1-2.T.1a)
	2. Contribute to the development of a sequential plot.(1-2.T.1b)
2. **Organize and develop artistic ideas and work.**
	1. Build on others' ideas in dramatic play or a guided drama experience. (1-2.T.2a)
	2. Creates props, costumes or sets based on a plan (e.g., students place sheets over chairs to create a forest). (1-2.T.2b)
3. **Refine and complete artistic work.**
	1. Propose new details to existing character, plot and story in a guided drama experience. (1-2.T.3a)
	2. Develop voices and body movements consistent with the character. (1-2.T.3b)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify characters and settings in a specific theatrical work (e.g., the characters are the wolf and the three pigs, the setting is a Chinese village). (1-2.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Contribute to the adaptation of dialogue and plot in a guided drama experience. (1-2.T.5)
3. **Convey meaning through the presentation of artistic work.** Able to portray a character based on an existing plan (e.g., script, improvisation structure). (1-2.T.6)

##### Responding

1. **Perceive and analyze artistic work**. With support, identify the basic elements of theatre (including, character, plot). (1-2.T.7)
2. **Interpret intent and meaning in artistic work.** Share observations regarding a theatrical work (e.g., "I noticed that all the mean characters were red"). (1-2.T.8)
3. **Apply criteria to evaluate artistic work.** Demonstrate activate observation an audience member (e.g., noticing details, making connections) (1-2.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Make connections between personal experience and a character's actions or emotions. (1-2.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify different types of theatrical works (puppetry, musicals, improv). (1-2.T.11)

# 3-43rd-4th Grade Theatre Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Create and articulate sensory details of imagined worlds, and improvised stories. (3-4.T.1)
2. **Organize and develop artistic ideas and work.** Record theatrical ideas for future use (e.g., writing a script, describe setting) with a clear beginning, middle, and end. (3-4.T.2)
3. **Refine and complete artistic work.** Respond to a theatrical challenges and hypothesize possible solutions. (3-4.T.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explain how choices about technical elements (e.g. lighting, sound) in theatrical work support the author's purpose. (3-4.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Demonstrate using technical elements to support a theme or idea in a theatrical work. (3-4.T.5)
3. **Convey meaning through the presentation of artistic work.** Perform scenes aligned with a teacher directed mood. (e.g., student’s improvise different scenes in the mood of different adverbs). (3-4.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how essential events in a story make up the dramatic structure of a theatrical work. (3-4.T.7)
2. **Interpret intent and meaning in artistic work.** Explain how a theatrical work can help identify multiple perspectives and diverse community ideas, and can help connect to a community or culture. (3-4.T.8)
3. **Apply criteria to evaluate artistic work.**
	1. Identify how the basic technical elements of theatre (e.g., lighting, sound) are used to support the artist's purpose. (3-4.T.9a)
	2. Identify the basic elements of theatre (e.g., character, plot). (3-4.T.9b)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Distinguish your own preferences in theatre from those of others (such as friends or family). [Connected to Grade 3 - reading standard 6 where students are asked to distinguish their point of view from the author's]. (3-4.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Describe ways theatre is different from everyday life. (i.e., what is the role of artistic intent). (3-4.T.11)

# 5-65th-6th Grade Theatre Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate interdisciplinary design ideas that support the story and given circumstances in a theatrical work. (5-6.T.1)
2. **Organize and develop artistic ideas and work.** Develop essential events that make up the dramatic structure in an improvised or scripted theatrical work. (5-6.T.2)
3. **Refine and complete artistic work.**
	1. Articulate how characters might move, speak, and react to support a theatrical work. (5-6.T.3)
	2. Capture character dialogue and sensory details of imagined worlds and improvised stories in a script for a theatrical work. (5-6.T.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explain character and design choices by developing an artist statement. (5-6.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work (e.g., altering voice or body). (5-6.T.5)
3. **Convey meaning through the presentation of artistic work.** Contribute to the performance of a short theatrical work with an audience (e.g., acting, writing or supporting a technical element) that makes connections to other disciplines. (5-6.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how the structure of a theatrical supports the artist's intent (e.g., using threes similar repeating events). (5-6.T.7)
2. **Interpret intent and meaning in artistic work.** Use specific vocabulary to identify details about a play or theatre work. (5-6.T.8)
3. **Apply criteria to evaluate artistic work.** Apply a rubric to evaluate a theatrical scene. (5-6.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate their own theatrical style and preferences. (5-6.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify influential theatrical works from different periods and how they affected theatre. (5-6.T.11)

# 7-87th-8th Grade Theatre Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate additional contextual ideas for a character (e.g., a character's backstory, attitudes, likes, and dislikes) and how they connect to other elements (e.g., setting, plot). (7-8.T.1)
2. **Organize and develop artistic ideas and work.** Utilize personal notes to support perform roles with extensive verbal lines and performance directions. (7-8.T.2)
3. **Refine and complete artistic work.**
	1. Develop a scripted character by articulating and utilizing the character's inner thoughts, objectives, and motivations in a theatrical work. (7-8.T.3a)
	2. Apply strategies to overcome creative blocks. (7-8.T.3b)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Envision and describe a scripted character's inner thoughts and objectives related to the given circumstances in a theatrical work. (7-8.T.4)
2. **Develop and refine artistic techniques and work for presentation.**
	1. Proactive various acting techniques to expand skills and develop character choices in a theatrical work. (7-8.T.5a)
	2. Execute a variety of technical elements (e.g., scenic, lighting, props, costume, sound, and makeup) to create a design through rehearsal for a theatrical work. (7-8.T.5b)
3. **Convey meaning through the presentation of artistic work.** Match a theatre performance with expressed intent (e.g., wanting the audience to think about fairness). (7-8.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze elements of a work that are indicative of the historical or cultural context where it was created. (7-8.T.7)
2. **Interpret intent and meaning in artistic work.** Explain how an artistic work was influenced by the culture and historical context where it was created. (7-8.T.8)
3. **Apply criteria to evaluate artistic work.** Develop criteria for evaluating a theatrical presentation (e.g., students create theme and criteria for a show juried by students). (7-8.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate influences of their personal artistic style and preferences in theatre. (7-8.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify multiple cross-cultural approaches to storytelling connected to different historical populations (e.g., ancient Greek city-states). (7-8.T.11)

# FFoundations Theatre Course Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Create theatrical ideas (e.g., plot, setting, character) that reflect characteristics of different artistic movements. (F.T.1)
2. **Organize and develop artistic ideas and work.** Create an outline for an original scene or short play, including details such as costumes or scenery. (F.T.2)
3. **Refine and complete artistic work.** Refine and revise character dialogue, stage directions and sensory details of imagined worlds. (F.T.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Identify historical sources that explain drama/theatre terminology and conventions. (F.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Identify theatrical staging conventions in a scripted theatrical work. (F.T.5)
3. **Convey meaning through the presentation of artistic work.** Describe how decisions about a performance are connected to what the student wants to express, evoke, or communicate. (F.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze the style of a playwright and how it manifests in a given theatrical work. For example, examine how a playwright uses character relationships to assist in telling the story. (F.T.7)
2. **Interpret intent and meaning in artistic work.** Identify theatrical decisions from a work that connect it to a specific genre or style. (F.T.8)
3. **Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating theatrical presentations. (F.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe what has influenced changes in your own dramatic style, and preferences in theatre. (F.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the connections between historical and cultural context and defining stylistic elements of theatrical movements (e.g., how the existential movement and absurdist theatre are connected). (F.T.11)

# PProficient Theatre Course Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Consistently apply research to develop characters that are believable and authentic in a theatrical work [A student listens recordings of dialect from a specific time-period.] (P.T.1)
2. **Organize and develop artistic ideas and work.** Identify different strategies actors use to approach a role (e.g., method acting). (P.T.2)
3. **Refine and complete artistic work.** Use historical and cultural context to structure and refine personal acting choices. (P.T.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatrical work. (P.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Plan an entire theatrical work (including script and technical elements). (P.T.5)
3. **Convey meaning through the presentation of artistic work.** Modify a performance by anticipating audience responses to better align to student's artistic intent. (P.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work. (P.T.7)
2. **Interpret intent and meaning in artistic work.** Compare and contrast the artistic elements that make contemporary theatre unique (e.g., compare and contrast how contemporary theatre is different from contemporary interpretation of an older works.) (P.T.8)
3. **Apply criteria to evaluate artistic work.** Choose and defend criteria for evaluating theatrical work. (P.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe how theatre influences their approach to other academic disciplines (e.g., how character development in theatre is the same as literature). (P.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Explain the relationship between theatre and commercialization or propaganda (e.g., how Agitprop Theatre was used in the Soviet Union, and how it influenced the works of Bertolt Brecht.) (P.T.11)

# AAdvanced Theatre Course Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate original ideas in one theatrical area (e.g., acting, production) that integrate aesthetic principles with personal style. (A.T.1)
2. **Organize and develop artistic ideas and work.** Document strategies they use regularly to organize their artistic ideas (e.g., keeping a notebook). (A.T.2)
3. **Refine and complete artistic work.** Identify theatrical challenges and reflect upon the advantages and disadvantages of different solutions. (A.T.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatrical work. (A.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Organize and lead the production of a theatrical work. (A.T.5)
3. **Convey meaning through the presentation of artistic work.** Perform roles that present a range of moods and emotions. (A.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Identify ways a contemporary theatrical work pushes boundaries of the genre and disciple. (A.T.7)
2. **Interpret intent and meaning in artistic work.** Analyze the ways their own cultural and personal perspectives and bias affects how they understand a theatrical work. (A.T.8)
3. **Apply criteria to evaluate artistic work.** Identify how bias, culture, and privilege can affect the criteria we use to evaluate theatrical work. (A.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Explain the development of their aesthetic vision as an actor and how that is represented in a current role. (A.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the historical and cultural context that caused the shifting of stylistic elements between theatre movements. (A.T.11)

# ATechnical Theatre Course Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Apply research to support development of design ideas (e.g., student’s research cars from the 1920s to design scenery). (T.T.1)
2. **Organize and develop artistic ideas and work.** Create a complete design and implementation plan for a theatre work that incorporates elements of theatrical design such as sound, lighting, scenery, and costumes. (T.T.2)
3. **Refine and complete artistic work.** Identify theatrical challenges and reflect upon the advantages and disadvantages of different solutions (e.g., scenes that move quickly between two different time-periods). (T.T.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explain and justify the selection of technical elements (e.g., scenery, lighting, props, costumes, sound, and makeup design) used to communicate the concept of a drama/theatre work. (T.T.4)
2. **Develop and refine artistic techniques and work for presentation.** Organize and lead the production of one technical element (e.g., scenic, lighting, props, costume, sound, or makeup design) in a dramatic presentation. (T.T.5)
3. **Convey meaning through the presentation of artistic work.** Create technical theatre elements that actively support the mood and emotions consistent with the student's artistic intent. (T.T.6)

##### Responding

1. **Perceive and analyze artistic work**. Identify ways a contemporary theatrical design pushes boundaries of theatre. (T.T.7)
2. **Interpret intent and meaning in artistic work.** Analyze the ways their own cultural and personal perspectives and bias affect how they understand the technical elements of a theatrical work. (T.T.8)
3. **Apply criteria to evaluate artistic work.** Construct an argument for selecting one criteria over another for evaluating the technical elements of a theatrical presentation. (T.T.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Collaborate on design choices in a drama/theatre work that examine a critical global issue using multiple personal, community, and cultural perspectives. (T.T.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Explain the relationship between theatre and commercialization or propaganda (e.g., how Agitprop Theatre was used in the Soviet Union, and how it influenced the works of Bertolt Brecht.) (T.T.11)

# Pre-KPreK-K Visual Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Use a variety of both 2D and 3D media (e.g., crayons, cardboard, paint, clay) during experimentation. (PK-K.V.1)
2. **Organize and develop artistic ideas and work.** Sustain attention during experimentation with art materials. (PK-K.V.2)
3. **Refine and complete artistic work.** Investigate more than one artistic idea using the same medium (e.g., a student explores multiple different ideas). (PK-K.V.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Describe what an image or object they created represents. (PK-K.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Select and share a product created through play and experimentation with materials. (PK-K.V.5)
3. **Convey meaning through the presentation of artistic work.** Give reasons for selecting a product to present. (PK-K.V.6)

##### Responding

1. **Perceive and analyze artistic work**. With prompting and support, identify similarities between multiple pieces of art. (PK-K.V.7)
2. **Interpret intent and meaning in artistic work.** Share observations regarding a variety of artwork (e.g., "I noticed that the picture was made of tiny dots"). (PK-K.V.8)
3. **Apply criteria to evaluate artistic work.** Articulate personal responses to visual artwork (e.g., this piece made me feel… this piece made me think…). (PK-K.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Identify examples of art in their daily life (i.e. in advertisements or in in-school exhibitions and displays). (PK-K.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** With support, identify different types of artwork (e.g., paintings, sculpture, performance, craft). (PK-K.V.11)

# 1-21st-2nd Grade Visual Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate ideas using repurposed objects to make something new (e.g., students recycled materials to create a musical instrument or make a collage). (1-2.V.1)
2. **Organize and develop artistic ideas and work.** Set up, maintain, and clean up a suitable workspace. (1-2.V.2)
3. **Refine and complete artistic work.** Use different tools to explore artistic elements (e.g. using found objects to create texture). (1-2.V.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explain more than one purpose for presenting art (e.g., building a portfolio, curating an exhibit in a museum, producing an advertisement campaign). (1-2.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Organize artwork with artistic intent (e.g. by theme, concept, or other organizational principle). (1-2.V.5)
3. **Convey meaning through the presentation of artistic work.** Identify one's best work or one's favorite work for sharing. (1-2.V.6)

##### Responding

1. **Perceive and analyze artistic work**. With support, identify the basic elements of artwork (including, color, line, shape). (1-2.V.7)
2. **Interpret intent and meaning in artistic work.** Categorize artwork by subject matter and mood. (1-2.V.8)
3. **Apply criteria to evaluate artistic work.** Demonstrate close observation of art (e.g., noticing details, making connections). (1-2.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Make connections between personal experience and an artwork. (1-2.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify different types of artwork (e.g., paintings, sculpture, performance, craft). (1-2.V.11)

# 3-43rd-4th Grade Visual Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Develop ideas that explore different artistic elements (e.g., line, shape, color). (3-4.V.1)
2. **Organize and develop artistic ideas and work.** Use a teacher selected strategy (e.g., sketches, prototypes, rough drafts) to organize artistic ideas. (3-4.V.2)
3. **Refine and complete artistic work.** Respond to an artistic challenge and hypothesize possible solutions. (3-4.V.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Documenting the early stages of the creative process using a variety of methods. (3-4.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Refine a specific technique to produce a visual artwork (e.g., creating realistic shading). (3-4.V.5)
3. **Convey meaning through the presentation of artistic work.** Create a work that expresses, evokes, or communicates a teacher directed idea (e.g., students are asked to create a sculpture that is a expresses both happiness and sadness). (3-4.V.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how aesthetic elements (form, line, shape, texture) are used to demonstrate intent. (3-4.V.7)
2. **Interpret intent and meaning in artistic work.** Explain how a piece of artwork can identify multiple perspectives and diverse community ideas, and connect an individual to a community or culture. (3-4.V.8)
3. **Apply criteria to evaluate artistic work.** Identify how the basic elements of artwork (e.g., color, line, shape) are used to support the artist's purpose. (3-4.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Distinguish your own preferences in art from those of others (such as friends or family). [Connected to Grade 3 - reading standard 6 where students are asked to distinguish their point of view from the author's]. (3-4.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Describe ways art is different from other objects in everyday life. (i.e., what is the role of artistic intent). (3-4.V.11)

# 5-65th-6th Grade Visual Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate integrative ideas using new materials, methods, and approaches. (5-6.V.1)
2. **Organize and develop artistic ideas and work.** Organize and plan an idea using a variety of self-selected strategies (e.g., sketches, prototypes, rough drafts). (5-6.V.2)
3. **Refine and complete artistic work.**
	1. Refine an artistic work by making changes to color, form, or space. (5-6.V.3a)
	2. Investigate and invent new techniques and approaches using 2D and 3D materials. (5-6.V.3b)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Develop an artist statement that explains important information about their personal artwork. (5-6.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. (5-6.V.5)
3. **Convey meaning through the presentation of artistic work.** Formally present a piece of artwork (i.e., personally present the artwork, as opposed to having their work displayed) that makes connections to other disciplines. (5-6.V.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze how an artwork's form supports the artist's intention (e.g., how it is similar to other portraits). (5-6.V.7)
2. **Interpret intent and meaning in artistic work.** Use specific vocabulary to identify details about an artistic work. (5-6.V.8)
3. **Apply criteria to evaluate artistic work.** Apply a rubric to evaluate a piece of artwork. (5-6.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate their personal artistic style and preferences. (5-6.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify influential works of art from different periods and how they impacted the artistic world. (5-6.V.11)

# 7-87th-8th Grade Visual Arts Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate artistic ideas that demonstrate differences in composition principles (e.g., balance, proportion, emphasis).(7-8.V.1)
2. **Organize and develop artistic ideas and work.** Develop artistic plans that are clear enough for others to implement those ideas. (7-8.V.2)
3. **Refine and complete artistic work.** Apply strategies to overcome creative blocks. (7-8.V.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Curate a theme-based exhibition. (7-8.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Utilize different approaches to share artwork. (7-8.V.5)
3. **Convey meaning through the presentation of artistic work.** Match a piece of artwork with expressed intent (e.g., wanting the audience to feel tension between two positions). (7-8.V.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze elements of a work that are indicative of the historical or cultural context where it was created. (7-8.V.7)
2. **Interpret intent and meaning in artistic work.** Explain how an artistic work was influenced by the culture or historical context where it was created. (7-8.V.8)
3. **Apply criteria to evaluate artistic work.** Develop criteria for evaluating a collection of artwork (e.g., students create theme and criteria for a show juried by students.) (7-8.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe and demonstrate influences of personal artistic style and preferences in visual arts. (7-8.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify visual ideas from different cultures connected to different historical populations (e.g., Indigenous and Native Americans). (7-8.V.11)

# FFoundations Visual Arts Course Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Create artistic ideas that reflect characteristics of different artistic movements from different cultures (e.g. paint a picture using the stylistic components of aboriginal art). (F.V.1)
2. **Organize and develop artistic ideas and work.** Develop multiple plans for producing a piece of artwork prior to selecting one. (F.V.2)
3. **Refine and complete artistic work.** Refine concepts and content by focusing on a particular principle of design such as perspective, balance, contrast, or pattern. (F.V.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Justify choices for curating and presenting artwork for a specific exhibit or event. [Students complete a proposal for a juried show within the community.] (F.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. (F.V.5)
3. **Convey meaning through the presentation of artistic work.** Describe how decisions about how an artwork is presented is connected to what the student wants to express, evoke, or communicate. (F.V.6)

##### Responding

1. **Perceive and analyze artistic work**. Analyze the style of an artist, and how it manifests in a given artwork. (e.g., examine other artists that influenced the artist.) (F.V.7)
2. **Interpret intent and meaning in artistic work.** Identify elements from a work that connect it to a specific genre or style. (F.V.8)
3. **Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating artwork. (F.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe what has influenced changes in your own artistic style, and preferences in visual art. (F.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the connections between historical and cultural context and defining stylistic elements of artistic movements (e.g., how the Catholic Church influenced visual arts.) (F.V.11)

# PProficient Visual Arts Course Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Consistently apply research to support development of artistic ideas (e.g., researching non-kiln firing techniques to generate innovative approaches to creating a ceramics piece). (P.V.1)
2. **Organize and develop artistic ideas and work.** Document a plan for an original large scale or multi-step art project (e.g., sketches for an art installation at a playground). (P.V.2)
3. **Refine and complete artistic work.** Refine an artistic work to reflect a different style or genre. (P.V.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explain how they used specific techniques to evoke, express, or communicate in an artistic work or collection. (P.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Contribute to an art show that explores a personally meaningful theme, idea, or concept (e.g., select work to include, provide feedback on presentation ideas). (P.V.5)
3. **Convey meaning through the presentation of artistic work.** Modify an installation by anticipating observer’s responses to better align to artistic intent. (P.V.6)

##### Responding

1. **Perceive and analyze artistic work**. Use contextual information to construct interpretations of an artwork or collection of works. (P.V.7)
2. **Interpret intent and meaning in artistic work.** Compare and contrast the artistic elements that make contemporary art unique (e.g., compare and contrast how contemporary art is different from contemporary realistic portraits). (P.V.8)
3. **Apply criteria to evaluate artistic work.** Choose and defend criteria for evaluating artwork.(P.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe how visual arts influences their approach to other academic disciplines (e.g., how change art movements helps contextualize history). (P.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Explain the relationship between artworks and commercialization or propaganda (How Norman Rockwell’s work, such as Rosie the Riveter, supported the war effort in World War II.) (P.V.11)

# AAdvanced Visual Arts Course Standards

##### Creating

1. **Generate and conceptualize artistic ideas and work.** Generate original ideas that integrate aesthetic principles with individual personal style. (A.V.1)
2. **Organize and develop artistic ideas and work.** Document personal strategies used regularly to organize their artistic ideas (e.g., Sketchbook, visual journal, etc.). (A.V.2)
3. **Refine and complete artistic work.** Identify artistic challenges and reflect upon the advantages and disadvantages of different solutions (e.g., how to attach two parts of a sculpture consistent with the piece). (A.V.3)

##### Performing

1. **Select, analyze and interpret artistic work for presentation.** Explain how personal experience of culture or history have influenced a piece of their artwork or collection or works. (A.V.4)
2. **Develop and refine artistic techniques and work for presentation.** Organize and plan an art exhibition that explores a personally meaningful theme, idea, or concept (e.g., identify and coordinate an artistic space, intentionally choose lighting). (A.V.5)
3. **Convey meaning through the presentation of artistic work.** Create art that affects change by challenging an audience. (A.V.6)

##### Responding

1. **Perceive and analyze artistic work**. Identify ways a contemporary artwork pushes the boundaries of a genre and discipline. (A.V.7)
2. **Interpret intent and meaning in artistic work.** Analyze the ways their own cultural and personal perspectives and biases affects how a visual work is understood. (A.V.8)
3. **Apply criteria to evaluate artistic work.** Identify how bias, culture, and privilege affect the criteria used to evaluate artwork. (A.V.9)

##### Connecting

1. **Synthesize and relate knowledge and personal experiences to make art.** Explain the development of a personal aesthetic vision as a visual artist and how is represented in a specific piece or collection. (A.V.10)
2. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** Identify the historical and cultural contexts that caused shifting of stylistic elements between artistic movements (e.g., what caused the shift from impressionism to abstraction). (A.V.11)

# Bibliography

This bibliography includes updated resources and references used to create the 2019 Massachusetts Arts Curriculum Framework.

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1. Casner-Lotto, & Barrington (2006) [↑](#footnote-ref-1)
2. Brodherson, Heller, Perry, & Remley (2017) [↑](#footnote-ref-2)
3. Supporting the Creative Industries of Massachusetts https://www.mass.gov/files/documents/2016/07/xf/creative-next-summary-reportfinal.pdf [↑](#footnote-ref-3)
4. John F. Kennedy’s remarks at Amherst College, October 26, 1963. https://www.jfklibrary.org/archives/other-resources/john-f-kennedy-speeches/amherst-college-19631026 [↑](#footnote-ref-4)
5. For a good example of how close observation in visual arts supported the science curriculum, see this 2nd grade example from EL Education. http://modelsofexcellence.eleducation.org/projects/what-snake-am-i [↑](#footnote-ref-5)
6. Letter to school and district leaders, December 2nd, 2009. https://blog.americansforthearts.org/2015/09/09/the-political-process%E2%80%A6-what-hope-is-there-for-the-arts-and-arts-education [↑](#footnote-ref-6)