

Pre-K – HS Arts Core Course Objectives

The Massachusetts Department of Elementary and Secondary Education (ESE) partnered with WestEd to convene panels of expert educators to review and develop statements of essential curriculum content, Core Course Objectives (CCOs), for approximately 100 different grades/subjects and courses.

In conjunction with the Massachusetts Curriculum Frameworks, the CCOs were used by a team of WestEd evaluators to ensure content alignment in the identification and evaluation of example assessments suitable for use as District-Determined Measures (DDMs). Districts can utilize the CCOs themselves or the process of developing CCOs in their own work when selecting DDMs.

At each meeting, educators developed high-quality CCOs that met the following criteria:

- **Scope:** The CCO describes an overarching learning goal.
- **Assess-ability:** The CCO describes knowledge, skills, or abilities that are readily able to be measured.
- **Centrality:** The CCO describes a critically important concept, skill, or ability that is central to the subject/grade or course.
- **Relevance:** The CCO represents knowledge, skills, and abilities that are consistent with Massachusetts's values and goals.

After public review, WestEd's content specialists reviewed the comments submitted by educators and other stakeholders. The CCOs that emerged from this process are presented below.

Core Course Objectives (CCOs) are statements that:

- describe different elements of core, essential content (knowledge, skills, or abilities);
- are pulled, created, or synthesized from a larger set of curriculum standards; and
- clarify key knowledge, skills, and abilities that many educators and other content experts working together agree are most critical in that content area, grade, or course.

Each CCO should be high-level and represent broad enough learning goals to be taught using a wide variety of instructional tools or methods (**scope**), while also focused enough that students' growth in learning that knowledge or skill can be measured by an assessment (**assess-ability**).

The Arts – Grades: Pre-K–4

#	Objective
1	<p>Dance Students identify and demonstrate movement elements and dance skills.</p> <ul style="list-style-type: none"> • Students identify and demonstrate basic locomotor and non-locomotor movements. • Students develop flexibility, strength, coordination, and a sense of space.
2	<p>Dance Students create movement compositions based on choreographic principles, processes, and forms.</p> <ul style="list-style-type: none"> • Students create a dance with a beginning, middle, and end. • Students demonstrate the ability to work alone, with a partner, and with an ensemble. • Students explore movement with and without objects.
3	<p>Dance Students rehearse and perform dance works.</p> <ul style="list-style-type: none"> • Students learn, rehearse, and perform a group dance, demonstrating the ability to work effectively with an ensemble. • Students create and perform original dances or learn and perform traditional dances.
4	<p>Dance Students describe and analyze their own dances and the dances of others, using appropriate dance vocabulary.</p> <ul style="list-style-type: none"> • Students describe movements in dances from various cultures. • Students observe dances and describe similarities and differences.
5	<p>Dance Students describe the purposes for which works of dance were and are created and, where appropriate, interpret their meanings.</p>
6	<p>Dance Students demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying characteristic features of dance from various historical periods, cultures, and genres.</p>
7	<p>Music Students sing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> • Students sing in a head voice. • Students sing with a steady beat. • Students sing with accurate intonation.

#	Objective
8	<p>Music Students read music in standard notation.</p> <ul style="list-style-type: none"> • Students use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef. • Students demonstrate and respond to the beat, meter (2/4, 3/4, and 4/4), and rhythmic notation (half, quarter, eighth, and sixteenth notes and rests). • Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher.
9	<p>Music Students play instruments, alone and with others, to perform a varied repertoire of music.</p> <ul style="list-style-type: none"> • Students play with rhythmic accuracy, appropriate technique, and correct posture. • Students play from memory and from notation a repertoire that reflects diverse cultures and historical periods. • Students perform independent instrumental parts while other students sing or play contrasting parts.
10	<p>Music Students improvise and compose music.</p> <ul style="list-style-type: none"> • Students improvise and compose simple rhythmic and melodic ostinato accompaniments. • Students improvise and compose short vocal and instrumental melodies, using a variety of sound sources (such as clapping or electronic sounds).
11	<p>Music Students describe and analyze music, using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Students describe basic elements of music, such as beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form. • Students describe aural examples of music of various styles, genres, cultures, and historical periods.
12	<p>Music Students will ask and answer questions about how individuals and performing artists use and have used materials, inventions, and technologies in music.</p>
13	<p>Music Students use knowledge of music in the study of other content areas.</p> <ul style="list-style-type: none"> • Students make oral, musical, and/or written connections between music and other content areas.
14	<p>Theatre Students develop acting skills to portray characters who interact in improvised or scripted scenes.</p> <ul style="list-style-type: none"> • Students read, listen to, and tell stories from a variety of cultures, genres, and styles. • Students create and describe characters, relationships, setting, conflict, and plot.

#	Objective
	<ul style="list-style-type: none"> • Students pretend to be someone else, using improvisation, props, costumes, and/or imagery. • Students create characters through physical movement, gesture, sound, and/or facial expression. • Students memorize lines from a play. • Students demonstrate the ability to work alone, with a partner, or within a group.
15	<p>Theatre Students read, analyze, and write dramatic material.</p> <ul style="list-style-type: none"> • Students identify and define drama. • Students read plays and stories, and identify characters, setting, and action. • Students create dialogue from a work of prose. • Students create a scene that contains a beginning, middle, and end.
16	<p>Theatre Students rehearse and stage dramatic works.</p> <ul style="list-style-type: none"> • Students make decisions about the setting, placement, and location of the audience, and stage directions for a play.
17	<p>Theatre Students demonstrate skills in using the basic tools, media, and techniques involved in theatrical productions.</p> <ul style="list-style-type: none"> • Students create scenery, costumes, sound effects, and/or lighting appropriate for informal classroom presentations. • Students create the appropriate physical environment to communicate mood, time, and locale.
18	<p>Theatre Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary, and when appropriate, students will connect their analysis to interpretation and evaluation.</p> <ul style="list-style-type: none"> • Students demonstrate appropriate audience skills in classroom presentations, rehearsals, and live performances. • Students identify and describe the visual, aural, oral, and kinetic details of dramatic performances. • Students analyze and describe strengths and weaknesses of their own work. • Students give and receive constructive and supportive feedback.
19	<p>Theatre Students will describe and analyze how performing artists use and have used materials, inventions, and technologies in theatre.</p>
20	<p>Theatre Students will use knowledge of theatre in the study of other content areas.</p> <ul style="list-style-type: none"> • Students make visual, oral, and/or written connections between the theatre arts and other content areas.

#	Objective
21	<p>Theatre Students demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.</p> <ul style="list-style-type: none"> • Students produce visual effects in 2D and 3D artwork, using a variety of materials. • Students identify and use appropriate vocabulary related to methods, materials, and techniques. • Students demonstrate safe and appropriate care and use of materials and tools.
22	<p>Visual Arts Students demonstrate knowledge of the elements and principles of design in the visual arts.</p> <ul style="list-style-type: none"> • Students identify and define the elements: color (primary and secondary); value (gradations of black, white, and gray); line; shape; form; texture; and space (foreground, middle ground, and background). • Students use the elements: color (primary and secondary); value (gradations of black, white, and gray); line; shape; form; texture; and space (foreground, middle ground, and background). • Students identify and define the principles: balance, contrast, pattern, rhythm, emphasis, movement, and unity. • Students will use the principles: balance, contrast, pattern, rhythm, emphasis, movement, and unity. • Students define “composition.” • Students identify and define “focal point” or “center of interest.” • Students create a work of art with a focal point or center of interest.
23	<p>Visual Arts Students demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.</p> <ul style="list-style-type: none"> • Students re-create physical characteristics of objects from direct observation in 2D and 3D artwork. • Students create original 2D and 3D artwork that demonstrates expression and/or abstraction. • Students create 2D and 3D artwork from imagination.
24	<p>Visual Arts Students demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.</p> <ul style="list-style-type: none"> • Students create and discuss drafts that progress toward the goals and objectives of the final work of art. • Students identify, describe, and reflect on the criteria for their own artwork, orally and in writing.

#	Objective
25	<p>Visual Arts Students analyze how performing and visual artists use and have used materials, techniques, inventions, and technologies in their works.</p> <ul style="list-style-type: none"> • Students identify and define types of artwork, including: painting, printmaking, sculpture, pottery, textiles, photography, and multimedia. • Students identify and describe similarities and/or differences in the use of materials, techniques, and design elements and principles between or among artworks.
26	<p>Visual Arts Students demonstrate understanding of the concepts of style, stylistic influence, and stylistic change.</p> <ul style="list-style-type: none"> • Students identify where and when artworks were created. • Students analyze characteristic features (such as materials, technologies, and style) of artworks from various historical periods, cultures, and genres. • Students identify the defining characteristics of visual artwork from world cultures. • Students create 2D and/or 3D artworks that include defining historical or cultural characteristics of artworks from various periods, cultures, and genres.
27	<p>Visual Arts Students use knowledge of the visual arts in the study of other content areas.</p> <ul style="list-style-type: none"> • Students make visual, oral, and/or written connections between the visual arts and other content areas.

Note: These Core Course Objectives (CCOs) were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); Massachusetts English Language Arts and Literacy Curriculum Framework (2011).
Note: The curriculum framework for this subject describes standards for a particular grade span (e.g., pre-K–4). For this reason, the CCOs were developed for each grade span, not each grade level.

The Arts – Grades: 5–8

#	Objective
1	<p>Dance Students identify and demonstrate movement elements and dance skills.</p> <ul style="list-style-type: none"> • Students show understanding of alignment, articulation of body parts, weight shift, balance, elevation and landing, and fall and recovery. • Students move to changing rhythms, melodies, and non-musical sounds. • Students create complex combinations of movements. • Students compare, contrast, and demonstrate a variety of traditional and contemporary dance styles using appropriate vocabulary.
2	<p>Dance Students create movement compositions based on choreographic principles, processes, and forms.</p> <ul style="list-style-type: none"> • Students use improvisation to generate movement for choreography. • Students demonstrate compositional forms in short choreographed phrases or dances that demonstrate theme variations, storytelling, and narration. • Students describe and analyze, orally and in writing, the choreographic structure of a variety of dances, using appropriate dance vocabulary.
3	<p>Dance Students demonstrate an understanding of dance as a way to express and communicate meaning.</p> <ul style="list-style-type: none"> • Students perform a piece of movement that communicates a topic of personal, social, or artistic significance, and explain the movement choices. • Students perform dances confidently, communicating the intention of the choreographer and the style of the dance.
4	<p>Dance Students rehearse and stage dance works.</p> <ul style="list-style-type: none"> • Students perform a variety of dances, both improvised and rehearsed, for peers or an invited audience. • Students utilize the rehearsal process to refine their own work and to help others refine their work.
5	<p>Dance Students describe, analyze, and evaluate their own dance work and the work of others using appropriate dance vocabulary.</p> <ul style="list-style-type: none"> • Students use a variety of evaluation tools, such as journals, rehearsal notes, video/audio recordings, rubrics, and self-, peer-, and teacher evaluations, to describe, analyze, and evaluate their own and groups' work. • Students discuss opinions about dances in a supportive and constructive way.

#	Objective
6	<p>Dance Students describe the purposes for which works of dance were and are created and, where appropriate, interpret their meanings.</p>
7	<p>Dance Students demonstrate their understanding of concepts of style, stylistic influence, and stylistic change by identifying when and where dance works were created and by analyzing characteristic features of works from various historical periods, cultures, and genres.</p> <ul style="list-style-type: none"> • Students identify American styles and genres of dance and cite well-known artists associated with these styles. • Students identify and describe characteristic features of genres and styles of dance from a variety of world cultures.
8	<p>Music Students sing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> • Students sing with increased accuracy, expanded breath control, and extended vocal range. • Students show growth in singing with expression and technical accuracy.
9	<p>Music Students read music in standard notation.</p> <ul style="list-style-type: none"> • Students identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. • Students use notation to record musical ideas.
10	<p>Music Students play instruments, alone and with others, to perform a varied repertoire of music.</p> <ul style="list-style-type: none"> • Students perform with appropriate posture, playing position, and technique. • Students perform with expression and technical accuracy.
11	<p>Music Students improvise, compose, and arrange music.</p> <ul style="list-style-type: none"> • Students improvise simple melodies and/or harmonic accompaniments. • Students compose, arrange, or improvise music, within teacher specified guidelines, for voice, instruments, or electronic media.
12	<p>Music Students describe, analyze, and evaluate their own music and the music of others, using appropriate music vocabulary.</p> <ul style="list-style-type: none"> • Students describe music occurrences in a given aural example, using appropriate terminology. • Students listen to formal and informal performances with attention, showing understanding of appropriate audience behavior protocols.

#	Objective
13	<p>Music Students describe how musicians use and have used materials, inventions, and technologies in music.</p>
14	<p>Music Students make oral, musical, and/or written connections between music and other content areas.</p>
15	<p>Theatre Students develop acting skills to portray a variety of believable characters who interact in improvised or scripted scenes.</p> <ul style="list-style-type: none"> • Students use physical acting skills for characterization. • Students use vocal acting skills for characterization. • Students use recall of their own personal experiences and observations for characterization.
16	<p>Theatre Students read, analyze, and write dramatic material.</p> <ul style="list-style-type: none"> • Students read and analyze a variety of scripts to identify elements of plot, character, and theme. • Students identify elements of dramatic structure and conventions for writing a script. • Students write an original monologue and/or a series of scenes incorporating theatrical conventions and proper format.
17	<p>Theatre Students rehearse and stage dramatic works.</p> <ul style="list-style-type: none"> • Students use the rehearsal process to refine and revise work leading to a performance for peers or an invited audience. • Students recognize and describe the distinct roles and responsibilities of the director, actors, stage manager, designers, and others involved in presenting a theatrical performance.
18	<p>Theatre Students demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.</p> <ul style="list-style-type: none"> • Students read and analyze a play for its technical requirements, identifying the points in the script that require the addition of a technical element. • Students will effectively utilize scenery, properties, lighting, sound, costumes, make-up, and technology/special effects in creating a unified dramatic work.

#	Objective
19	<p>Theatre Students describe, analyze, and evaluate their own theatrical work and the work of others using appropriate theatre vocabulary.</p> <ul style="list-style-type: none"> Students use a variety of evaluation tools, such as journals, rehearsal notes, video/audio recordings, rubrics, and self-, peer-, and teacher evaluations to revise and refine their own and the group's work.
20	<p>Theatre Students describe and analyze how performing artists use and have used materials, inventions, and technologies in their works.</p> <ul style="list-style-type: none"> Students identify and describe examples of how performing artists make innovative uses of technologies and inventions. Students identify and describe examples of how contemporary performing artists use computer technology in their work.
21	<p>Visual Arts Students make visual, oral, and/or written connections between the theatre arts and other content areas.</p>
22	<p>Visual Arts Students demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.</p> <ul style="list-style-type: none"> Students expand their repertoire of 2D- and 3D-art processes, techniques, and materials with a focus on the range of effects possible within each medium. Students create artwork that demonstrates an awareness of the range and purpose of tools. Students maintain the workspace, materials, and tools responsibly and safely.
23	<p>Visual Arts Students demonstrate knowledge of the elements and principles of design.</p> <ul style="list-style-type: none"> Students use and identify hues, value, and various color schemes. Students use and identify various types of line. Students use and differentiate between surface texture and visual texture, or the illusion of texture. Students use and identify an expanding and increasingly sophisticated array of shapes and forms. Students create unified 2D and 3D compositions that demonstrate an understanding of the principles of design.
24	<p>Visual Arts Students demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.</p> <ul style="list-style-type: none"> Students create 2D- and 3D-representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail.

#	Objective
25	<p>Visual Arts Students demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.</p> <ul style="list-style-type: none"> • Students produce work that shows understanding of and demonstrates growth in craftsmanship. • Students create and prepare work for individual or group public exhibition. • Students demonstrate the ability to describe preliminary concepts verbally, to visualize concepts in clear schematic layouts, and to organize and complete projects. • Students demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom.
26	<p>Visual Arts Students describe, analyze, and evaluate their own work and the work of others, using appropriate visual arts vocabulary.</p> <ul style="list-style-type: none"> • Students recognize and describe the visual, spatial, and tactile characteristics of their own work and the work of others. • Students describe the kinds of imagery used to represent subject matter and ideas.
27	<p>Visual Arts Students demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change.</p> <ul style="list-style-type: none"> • Students identify where and when artworks were created. • Students analyze characteristic features (such as materials, technologies, and style) of artworks from various historical periods, cultures, and genres. • Students identify American styles and genres of visual arts and architecture, and identify well-known artists associated with these styles. • Students identify characteristic features of the visual arts of world civilizations, such as styles of ancient Egypt, Africa, the Medieval period in Europe, and/or other civilizations.
28	<p>Visual Arts Students describe and analyze how visual artists use and have used materials, inventions, and technologies in their works.</p> <ul style="list-style-type: none"> • Students identify and describe examples of how artists make innovative use of materials in their work. • Students identify and describe examples of how artists use inventions in their work. • Students identify and describe examples of how contemporary artists use technology, including computer technology, in their work.
29	<p>Visual Arts Students make visual, oral, and/or written connections between the visual arts and other content areas.</p>

Note: These Core Course Objectives (CCOs) were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); Massachusetts English Language Arts and Literacy Curriculum Framework (2011).

Note: The curriculum framework for this subject describes standards for a particular grade span (e.g., 5-8). For this reason, the CCOs were developed for each grade span, not each grade level.

The Arts – Grades: 9–12

#	Objective
1	<p>Dance Students identify and demonstrate movement elements and dance skills.</p> <ul style="list-style-type: none"> • Basic: Students create and perform in a broad dynamic range: solo, with a partner, and/or in an ensemble. • Extended: Students perform technical skills with artistic expression, clarity, musicality, and stylistic nuance.
2	<p>Dance Students create movement compositions based on choreographic principles, processes, and forms.</p> <ul style="list-style-type: none"> • Basic: Students choreograph or improvise movement sequences and/or dances that incorporate a range of choreographic principles and choreographic structures. • Extended: Students develop and present a choreographed or improvised dance that exhibits coherence and aesthetic unity.
3	<p>Dance Students demonstrate an understanding of dance as a way to express and communicate meaning.</p> <ul style="list-style-type: none"> • Basic: Students articulate how ideas are communicated through dance. • Extended: Students interpret complex ideas through improvisation and choreographed phrases.
4	<p>Dance Students rehearse and stage dance works.</p> <ul style="list-style-type: none"> • Basic: Students use improvisation to generate movement for choreography. • Basic: Students create or learn a dance to be performed alone or with others. • Extended: Students direct a rehearsal and performance of their own or another choreographer's dance.
5	<p>Dance Students describe and analyze their own dances and the dances of others using appropriate dance vocabulary.</p> <ul style="list-style-type: none"> • Basic: Students create a dance and revise it over time, articulating reasons for artistic decisions. • Extended: Students analyze the style of a choreographer, and compare and contrast that style with others, past and present.
6	<p>Dance Students describe the purposes for which works of dance were and are created, and, where appropriate, interpret their meanings.</p>

#	Objective
7	<p>Music Students sing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> • Basic: Students sing with expression and technical accuracy a large repertoire of vocal literature representing various genres, style, cultures, and historical periods, with a difficulty of four, on a scale of one to four. • Basic: Students sing music in parts, with and without accompaniment. • Extended: Students sing in small ensembles with one student on a part.
8	<p>Music Students read music written in standard notation.</p> <ul style="list-style-type: none"> • Basic: Students read and sing at sight moderately difficult melodies, intervals, and triads in arpeggiated form. • Extended: Students demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs.
9	<p>Music Students play instruments, alone and with others, to perform a varied repertoire of music.</p> <ul style="list-style-type: none"> • Students demonstrate, when appropriate, application of music reading and performance skills on an instrument (classroom instrument, keyboard, guitar, etc.).
10	<p>Music Students improvise, compose, and arrange music.</p> <ul style="list-style-type: none"> • Basic: Students improvise rhythmic and melodic variations on given melodies in pentatonic, major, and minor tonalities. • Basic: Students improvise original melodies over given chord progressions consistent in style, meter, and tonality. • Extended: Students compose and arrange music demonstrating imagination and technical skills in applying the principles of composition.
11	<p>Music Students describe and analyze their own music and the music of others, using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate an understanding of how musical elements interact to create expressiveness in music. • Basic: Students demonstrate knowledge of the technical vocabulary of music. • Extended: Students compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style.
12	<p>Music Students describe and analyze how musicians use and have used materials, inventions, and technologies in their works.</p> <ul style="list-style-type: none"> • Students understand and describe the importance of technology in music, both historically and in contemporary times.

#	Objective
	<ul style="list-style-type: none"> • Students use notation software to demonstrate music-theory knowledge, compose original music, and/or arrange music. • Students use other music software to hone skills in music theory, singing, and instrumental performance.
<p>13</p>	<p>Music Students use knowledge of music in the study of other content areas.</p> <p>Students make visual, oral, and/or written connections between music and other content areas.</p>
<p>14</p>	<p>Theatre Students develop acting skills to portray characters who interact in improvised or scripted scenes.</p> <ul style="list-style-type: none"> • Basic: Students create complex and believable characters through the integration of physical, vocal, and emotional choices. • Basic: Students demonstrate an understanding of a dramatic work by developing a character analysis. • Advanced: Students demonstrate a high level of consistency and believability in portraying characters on stage in formal dramatic productions.
<p>15</p>	<p>Theatre Students read, analyze, and write dramatic material.</p> <ul style="list-style-type: none"> • Basic: Students read plays from a variety of genres and styles, and students compare and contrast the structure of plays to the structures of other forms of literature. • Basic: Students demonstrate an understanding of the playwright as a collaborating artist who works with the director, actors, designers, and technicians. • Advanced: Students, using the correct form and structure, independently write a one-act play that includes fully developed characters, believable dialogue, and logical plot development.
<p>16</p>	<p>Theatre Students rehearse and stage dramatic works.</p> <ul style="list-style-type: none"> • Basic: Students select a scene from original or scripted material, conduct research on the historical period, genre, playwright, and other relevant information, determine casting, staging, and technical requirements, and articulate the rationale for all artistic choices. • Basic: Students stage informal presentations for a variety of audiences. • Extended: Students direct a one-act play for a public audience, attending to the bullets in the Massachusetts Arts Curriculum Framework (page 61).

#	Objective
17	<p>Theatre Students demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.</p> <ul style="list-style-type: none"> • Basic: Students participate as a member of a technical crew or a management team for a production. • Basic: Students conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production. • Extended: Students create and implement a major design element for a stage production.
18	<p>Theatre Students describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p> <ul style="list-style-type: none"> • Basic: Students use group-generated criteria to assess their own work and the work of others. • Basic: Students devise specific methods for documenting and assessing their own artistic development throughout participation in a theatre project.
19	<p>Theatre Students describe and analyze how theatrical artists use and have used materials, inventions, and technologies in their works.</p> <ul style="list-style-type: none"> • Basic: Students compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts. • Students study and use, when available, computerized technology for lighting, staging, and other technological uses in actual theatrical productions.
20	<p>Theatre Students use knowledge of the theatre arts in the study of other content areas.</p> <p>Students make visual, oral, and/or written connections between the theatre arts and other content areas.</p>
21	<p>Visual Arts Students demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate the ability to create 2D and/or 3D works that show knowledge of unique characteristics of particular media, materials, and tools. • Extended: Students make reasonable choices of 2D and/or 3D media, materials, and tools to achieve desired effects in specific projects.

#	Objective
22	<p>Visual Arts Students demonstrate knowledge of the elements and principles of design.</p> <ul style="list-style-type: none"> • Basic: Students create artwork that demonstrates understanding of the element and principles of design in establishing a point of view, a sense of space, or a mood. • Advanced: Students create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and/or emotion.
23	<p>Visual Arts Students demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.</p> <ul style="list-style-type: none"> • Basic: Students create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space. • Basic: Students create 2D and/or 3D artwork that explores the abstraction of ideas and representations of ideas. • Extended: Students demonstrate the ability to use representation, abstraction, or symbolism to create 2D and/or 3D artwork that conveys a personal point of view about issues and ideas.
24	<p>Visual Arts Students demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate the ability to develop an idea from conception to completion, responding to criticism and self-assessment. • Extended: Students organize and present a body of their own work to others.
25	<p>Visual Arts Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary.</p> <ul style="list-style-type: none"> • Basic: Students critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and/or historical contexts of the work. • Extended: Students analyze a body of work, or the work of one artist, explaining its meaning and impact on society.
26	<p>Visual Arts Students describe and analyze how visual artists use and have used materials, inventions, and technologies in their works.</p> <ul style="list-style-type: none"> • Basic: Students identify and describe examples of how technological development in one artistic domain can influence work in another other artistic domain. • Basic: Students identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks. • Extended: Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.

#	Objective
27	<p>Visual Arts Students use knowledge of visual arts in the study of other content areas.</p> <ul style="list-style-type: none"> • Students make visual, oral, and/or written connections between the visual arts and other content areas.

Note: These Core Course Objectives (CCOs) were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); Massachusetts English Language Arts and Literacy Curriculum Framework (2011).
Note: The curriculum framework for this subject describes standards for a particular grade span (e.g., 9–12). For this reason, the CCOs were developed for each grade span, not each grade level.

The Arts/Ceramics – Grade: 9–12

#	Objective
1	<p>Students demonstrate knowledge of the methods, materials, and techniques unique to clay.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate the ability to create artworks that show knowledge of basic hand-building methods, unique characteristics of clay, and appropriate tools. • Basic: Students use electronic technology for reference, for research, and for creating original work. • Basic: Students describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools. • Basic: Students identify potential health hazards associated with clay. • Advanced: Students make reasonable choices of media, materials, tools, and techniques to achieve desired effects in specific projects. • Advanced: Students demonstrate a mastery of methods, tools, and techniques in clay.
2	<p>Students demonstrate an understanding of the visual and functional characteristics of ceramic art.</p> <ul style="list-style-type: none"> • Basic: Students use color, line, texture, shape, and form in artwork made of clay. Examples include using line as edge treatment and in patterns and choosing glaze color. • Basic: Students identify color, line, texture, shape, and form in their own artwork and the artwork of others. Examples include describing negative and positive space; and describing visual and surface textures. • Advanced: Students create artwork that demonstrates a purposeful use of the elements and principles to convey meaning or emotion, or to serve a function.
3	<p>Students develop ideas through inquiry, discovery, and research.</p> <ul style="list-style-type: none"> • Basic: Students create representational 3D artwork from direct observation. • Basic: Students create 3D artwork that explores the abstraction of ideas and representations. • Basic: Students create artworks that are original, convey a distinct point of view, and communicate ideas. • Advanced: Students use representation, abstraction, or symbolism to create artwork that conveys a personal point of view about an issue or idea.

#	Objective
4	<p>Students demonstrate knowledge of the processes of creating and exhibiting their own artwork: planning and preparation; creation; critique and self-assessment; refinement; and exhibit preparation.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings. • Advanced: Students demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles. • Advanced: Students organize and present an exhibit of a body of work to others.
5	<p>Students describe and analyze their own ceramic artwork and the artwork of others, using appropriate domain-specific vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate the ability to compare and contrast two or more works of ceramic art, orally and in writing, using appropriate vocabulary. • Basic: Students critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work. • Advanced: Students demonstrate an understanding of how societal influences and prejudices may affect viewers' ways of perceiving works of art.
6	<p>Students explain, interpret, and analyze a range of purposes in ceramic art.</p> <ul style="list-style-type: none"> • Basic: Students interpret meanings of artistic works based on evidence from ceramic artists' biographies, autobiographies, or videotaped or written interviews. • Basic: Students describe and analyze examples of ceramic art forms that integrate practical functions with aesthetic concerns. • Advanced: Students compare examples of ceramic works from several periods or cultures, and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events. • Advanced: Students compare examples of ceramic works with other art forms within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events.
7	<p>Students describe the roles of ceramic artists, patrons, cultural organizations, and art institutions in societies past and present.</p> <ul style="list-style-type: none"> • Basic: Students analyze how ceramic arts and ceramic artists are portrayed in contemporary newspapers, magazines, films, and electronic media. • Basic: Students describe the role that ceramic artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements. • Advanced: Students analyze how ceramic arts and ceramic artists were portrayed in the past by analyzing primary sources from historical periods.

#	Objective
8	<p>Students identify, compare, and interpret works of ceramic art derived from historical and cultural settings, time periods, and cultural contexts.</p> <ul style="list-style-type: none"> • Basic: Students classify ceramic works from the United States and world cultures by genre, style, and historical period, and explain why the works exemplify a particular genre, style, or period. • Advanced: Students identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts. • Advanced: Students identify examples of innovation and tradition in ceramic art, and explain the works in relation to historical and cultural contexts.
9	<p>Students describe and analyze how ceramic artists use materials, inventions, and technologies in their works.</p> <ul style="list-style-type: none"> • Basic: Students identify and describe examples of how technological developments in one artistic domain can influence work in another artistic domain. • Basic: Students compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts. • Advanced: Students evaluate the effectiveness of the uses of specific technologies to achieve artistic effects in ceramic art.
10	<p>Students explain and compare how the ceramic arts are connected to other disciplines, art forms, visual cultures, and careers in art and non-art-related arenas.</p>

Note: These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); Colorado Academic Standards.

The Arts/Chorus – Grade: 9–12

#	Objective
1	Students sing alone and with others a repertoire of literature with technical accuracy and expression representing various genres, styles, cultural and historical periods.
2	Students sight-read, accurately and expressively, a varied repertoire of music.
3	Students improvise and compose original melodies over given chord progressions consistent in style, meter, and tonality.
4	Students write a clear argument explaining the structure, style, and technical elements of selected repertoire, using appropriate musical vocabulary.
5	Students compare and contrast styles and interpretations in examples of musical works from several periods and cultures, using several primary and secondary sources.
6	Students describe and analyze their own performance and the performance of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.
7	Students demonstrate well-developed ensemble skills singing in groups, blending vocal timbres, matching dynamic levels, and making artistic determinations independently.

Note: These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); National Standards for Music Education; Common Core State Standards.

The Arts/Creative Art – Grade: 9–12

#	Objective
1	<p>Students demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate the ability to create 2D and/or 3D works that show knowledge of unique characteristics of particular media, materials, and tools. • Extended: Students make reasonable choices of 2D and/or 3D media, materials, and tools to achieve desired effects in specific projects.
2	<p>Students demonstrate knowledge of the elements and principles of design.</p> <ul style="list-style-type: none"> • Basic: Students create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood. • Advanced: Students create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and/or emotion.
3	<p>Students demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.</p> <ul style="list-style-type: none"> • Basic: Students create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space. • Basic: Students create 2D and 3D artwork that explores the abstraction of ideas and representations. • Extended: Students demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas.
4	<p>Students demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate the ability to develop an idea from conception to completion, responding to criticism and self-assessment. • Extended: Students organize and present a body of their own work to others.
5	<p>Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary.</p> <ul style="list-style-type: none"> • Basic: Students critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and/or historical contexts of the work. • Extended: Students analyze a body of work, or the work of one artist, explaining its meaning and impact on society.
6	<p>Students describe and analyze how visual artists use and have used materials, inventions, and technologies in their works.</p>

#	Objective
7	Students use knowledge of visual arts in the study of other content areas. <ul style="list-style-type: none"> • Basic and Extended: Students make visual, oral, and/or written connections between the visual arts and other content areas.
8	Students demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change. <ul style="list-style-type: none"> • Basic: Students identify where and when artworks were created. • Extended: Students identify and describe major artists, art movements, art styles, and characteristic features of art in various world civilizations.

Note: These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); Massachusetts English Language Arts and Literacy Curriculum Framework(2011).

The Arts/General Band – Grade: 9–12

#	Objective
1	Students perform alone and with others a repertoire of literature, with technical accuracy and expression, representing various genres, styles, cultural and historical periods.
2	Students sight-read, accurately and expressively, a varied repertoire of music.
3	Students improvise and compose original melodies over given chord progressions consistent in style, meter, and tonality.
4	Students demonstrate an understanding of how musical elements interact to create expressiveness in music, using the technical vocabulary of music.
5	Students describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.
6	Students demonstrate knowledge of the technical vocabulary and symbols of the music in which they are studying.
7	Students demonstrate basic understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where works were created and by analyzing characteristic features of musical works from various historical periods, cultures, and genres.
8	Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music.
9	Students demonstrate the ability to compare and contrast characteristics of two or more musical works within a particular historical period or style and cite examples from various cultures.
10	Students will demonstrate well-developed ensemble skills while making independent and informed interpretive decisions.

Note: These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); National Standards for Music Education; Common Core State Standards.

The Arts/Orchestra – Grade: 9–12

#	Objective
1	Students perform alone and with others a repertoire of literature, with technical accuracy and expression, representing various genres, styles, cultural and historical periods.
2	Students sight-read, accurately and expressively, a varied repertoire of music.
3	Students demonstrate an understanding of how musical elements interact to create expressiveness in music, using the technical vocabulary of music.
4	Students evaluate music and music performances of themselves and others, using appropriate vocabulary.
5	Students compare and contrast ways in which compositional devices and techniques are used in two or more examples of similar musical works.
6	Students demonstrate well-developed ensemble skills while making artistic determinations independently.
7	Students improvise and compose original melodies over given chord progressions consistent in style, meter, and tonality.

Note: These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); National Standards for Music Education; Common Core State Standards.

The Arts/Photography – Grade: 9–12

#	Objective
1	<p>Students demonstrate knowledge of the tools, methods, materials, and techniques unique to photography.</p> <ul style="list-style-type: none"> • Basic: Students identify tools, methods, materials, and techniques unique to photography. • Basic: Students handle tools and materials safely. • Basic: Students develop proficiency with techniques related to the photographic process. • Advanced: Students exhibit mastery using a variety of methods, materials, tools, and techniques specific to the photographic process. • Advanced: Students make informed choices about tools, methods, materials, and techniques, such as lighting, camera function, chemical processes of film development, and printing.
2	<p>Students demonstrate knowledge of the elements and principles of design in photography.</p> <ul style="list-style-type: none"> • Basic: Students identify the elements and principles of design in their photographs and in the photographs of others. • Advanced: Students create photographs that demonstrate purposeful use of the elements and principles of design.
3	<p>Students apply skills of observation, abstraction, invention, and expression to photography.</p> <ul style="list-style-type: none"> • Basic: Students compose images through the viewfinder, on the LCD panel, or by using other photographic methods. • Advanced: Students use the skills of observation, abstraction, and invention to create a photograph that communicates an idea.
4	<p>Students demonstrate knowledge of the photographic process: conceptualizing, planning, creating, editing and revising, and presentation for exhibition.</p> <ul style="list-style-type: none"> • Basic: Students conceptualize ideas, create shooting plans, employ basic editing techniques, mat and frame their photographs, prepare and present their photographs for exhibition. • Advanced: Students create a body of work that displays a progression of ideas.

#	Objective
5	<p>Students demonstrate growth in visual literacy by describing and analyzing their own photographs and the photographs of others, using appropriate visual arts vocabulary.</p> <ul style="list-style-type: none"> • Basic: Students describe the visual characteristics of their own photographs and the photographs of others. • Basic: Students critique their own work, using personal or objective criteria. • Advanced: Students compare and contrast two or more photographic works, demonstrating an understanding of the formal, cultural, and historical contexts of the work. • Advanced: Students make judgments about photographs and defend their judgments based on knowledge and reflective inquiry.
6	<p>Students identify the purposes of historical and contemporary photographs and interpret their meanings.</p> <ul style="list-style-type: none"> • Basic: Students identify purposes behind photographs. • Advanced: Students analyze how culture and context affect meaning in photographs.
7	<p>Students describe and analyze how photographers use and have used materials, inventions, and technologies.</p> <ul style="list-style-type: none"> • Basic: Students demonstrate knowledge of the photographic process and how it has evolved over time. • Advanced: Students apply knowledge of photographic processes and use technology (equipment and tools) to produce an intended effect.

Note: These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Arts Curriculum Framework (1999); North Carolina Arts Education Essential Standards.