

DANCE

NEW RULES 1-11 DANCE STANDARDS When a district incorporates or integrates dance into district curriculum or offers an elective course in dance, the content standards are that students will

(1) Generate and conceptualize artistic ideas and work

- (a) a kindergarten student will respond in movement to a variety of sounds
- (b) a first grade student will experiment with movement inspired by a variety of sounds
- (c) a second grade student will explore movement inspired by a variety of sources
- (d) a third grade student will experiment with movement using a variety of sources
- (e) a fourth grade student will use elements of dance to create a series of movements
- (f) a fifth grade student will use elements of dance to create movement series
- (g) a sixth through eighth grade student will create an original dance
- (h) a ninth through twelfth grade student will analyze established dance forms to inform their own original dances

(2) Organize and develop artistic ideas and work

- (a) a kindergarten student will explore dances with beginning, middle and end
- (b) a first grade student will improvise a dance with beginning, middle and end
- (c) a second grade student will create a dance sequence with a beginning, a middle and end
- (d) a third grade student will identify movement patterns and sequences
- (e) a fourth grade student will plan a dance sequence with a variety of movement patterns and structures
- (f) a fifth grade student will create a dance sequence that communicates an idea
- (g) a sixth through eighth grade student will create an original dance that communicates an idea
- (h) a ninth through twelfth grade student will analyze dance patterns and sequences

(3) Refine and complete artistic work

- (a) a kindergarten student will use improvised movement to change dance sequences
- (b) a first grade student will apply changes to movement in dance sequences
- (c) a second grade student will make choices to change movement in a dance sequence
- (d) a third grade student will describe differences in movement changes in dance sequences
- (e) a fourth grade student will revise and explain choices made in movement changes within dance sequences
- (f) a fifth grade student will revise and explain choices made to refine movement changes in dance sequences
- (g) a sixth through eighth grade student will revise movements in dance sequences based on artistic criteria
- (h) a ninth through twelfth grade student will analyze and evaluate the impact of choices made in revising dance sequences

(4) Select, analyze and interpret artistic work for presentation

- (a) a kindergarten student will explore different movement qualities
- (b) a first grade student will identify movement qualities using simple dance vocabulary
- (c) a second grade student will correlate movement to music
- (d) a third grade student will choose specific movements to express intent in a dance sequence
- (e) a fourth grade student will demonstrate shapes and expand the range of movements in a dance sequence
- (f) a fifth grade student will perform dance sequences using a variety of rhythms
- (g) a sixth through eighth grade student will present dance sequences from a variety of genres and styles

(h) a ninth through twelfth grade student will present an expanded repertoire of movement and dance compositions

5) Develop and refine artistic techniques and work for presentation

- (a) a kindergarten student will coordinate dance movements with other dancers
- (b) a first grade student will demonstrate a range of movements while coordinating with other dancers
- (c) a second grade student will coordinate body movements and alignment with other dancers
- (d) a third grade student will identify technical dance skills that coordinate with other dancers
- (e) a fourth grade student will demonstrate technical dance skills that coordinate with other dancers
- (f) a fifth grade student will execute a series of dance sequences using technical dance skills
- (g) a sixth through eighth grade student will execute and coordinate technical dance skills in performance
- (h) a ninth through twelfth grade student will use technical dance skills to perform in a variety of dance genres

(6) Convey meaning through the presentation of artistic work

- (a) a kindergarten student will identify production elements of a dance for and with others
- (b) a first grade student will use production elements in a dance for and with others
- (c) a second grade student will integrate basic production elements to perform a dance sequence for and with others
- (d) a third grade student will create production elements for a dance performance
- (e) a fourth grade student will use a variety of production elements to create a formal dance performance space
- (f) a fifth grade student will collaborate to adapt dance to performance venues
- (g) a sixth through eighth grade student will collaborate with others to design and execute a dance production
- (h) a ninth through twelfth grade student will collaborate with others to produce a dance production that reflects the artistic intent of a dance performance

(7) Perceive and analyze artistic work

- (a) a kindergarten student will identify a movement that repeats in a dance.
- (b) a first grade student will identify a movement that repeats in a dance to make a pattern
- (c) a second grade student will identify movements in a dance that develop a pattern
- (d) a third grade student will discuss a movement pattern that creates a dance sequence
- (e) a fourth grade student will compare movement patterns within a genre or style
- (f) a fifth grade student will analyze characteristics of diverse dance genres and styles
- (g) a sixth through eighth grade student will explain how the elements of dance are used to communicate intent in a variety of genres or styles
- (h) a ninth through twelfth grade student will compare and contrast movement patterns and the elements of dance in a variety of genres and styles

(8) Construct meaningful interpretations of artistic works

- (a) a kindergarten student will observe movement and describe it
- (b) a first grade student will discuss selected movements from a dance using dance vocabulary
- (c) a second grade student will identify meaning and intent from the movement in a dance
- (d) a third grade student will explain how specific movements relate to the main idea of a dance
- (e) a fourth grade student will identify intent of a dance by relating the movements, ideas and context using dance vocabulary

(f) a fifth grade student will explain how movement can communicate meaning and intent in a dance using dance vocabulary

(g) a sixth through eighth grade student will explain relationships among the elements of dance that support intent

(h) a ninth through twelfth grade student will analyze and interpret how elements of dance contribute to artistic expression across genres and styles

(9) Apply criteria to evaluate artistic work

(a) a kindergarten student will identify criteria to describe movement in dance

(b) a first grade student will use criteria to identify and demonstrate movements in dance

(c) a second grade student will use criteria to describe dance movements from a specific genre

(d) a third grade student will use criteria to identify characteristic movements in dances from a variety of genres

(e) a fourth grade student will discuss and demonstrate the movement characteristics of a dance

(f) a fifth grade student will use criteria to compare characteristic movements in dances from a variety of genres and styles

(g) a sixth through eighth grade student will use criteria to determine what makes an effective performance

(h) a ninth through twelfth grade student will analyze the artistic expression of a dance and discuss insights using criteria and genre-specific dance vocabulary

(10) Synthesize and relate knowledge and personal experiences to create art

(a) a kindergarten student will identify an emotion expressed in a dance

(b) a first grade student will identify the movements in a dance that relate to a familiar experience

(c) a second grade student will create and perform a dance that expresses personal meaning

(d) a third grade student will create movement based on an event or issue

(e) a fourth grade student will explain how the main idea of a dance is similar to or different from personal experience

(f) a fifth grade student will analyze dances with contrasting themes

(g) a sixth through eighth grade student will create a movement sequence of two contrasting ideas

(h) a ninth through twelfth grade student will perform a dance inspired by a topic of interest

(11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians

(a) a kindergarten student will replicate movement in dances

(b) a first grade student will demonstrate and describe movements in dances

(c) a second grade student will discuss dances and the relationship between the types of movement and the dancers

(d) a third grade student will explain what the movements of a dance may communicate about culture

(e) a fourth grade student will describe how specific movements of a dance relate to culture and time period

(f) a fifth grade student will describe how specific movements or qualities of a dance communicate the ideas and perspectives of culture

(g) a sixth through eighth grade student will analyze how dances from a variety of cultures and time periods reveal ideas and perspectives

(h) a ninth through twelfth grade student will analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning

MEDIA ARTS

NEW RULES 1-11 MEDIA ARTS STANDARDS When a district incorporates or integrates media arts into district curriculum or offers an elective course in media arts, the content standards are that students will

(1) generate and conceptualize artistic ideas and work.

- (a) a kindergarten student will explore ideas for media artworks using play and experimentation
- (b) a first grade student will express ideas for media artworks through traditional and non-traditional media
- (c) a second grade student will use resources to generate creative ideas for media artworks
- (d) a third grade student will develop ideas for media artworks using a variety of tools, methods and materials
- (e) a fourth grade student will develop original media artworks using a variety of creative methods
- (f) a fifth grade student will demonstrate original ideas and innovations for media artworks using personal and community experiences
- (g) a sixth through eighth grade student will produce ideas, goals and solutions for original media artworks
- (h) a ninth through twelfth grade student will integrate ideas, develop artistic goals, and problem solve in media arts creation processes

(2) organize and develop artistic ideas and work.

- (a) a kindergarten student will explore ideas to form models for media arts productions
- (b) a first grade student will express ideas to form plans and models for media arts productions and products
- (c) a second grade student will use ideas to create plans and models for media arts productions
- (d) a third grade student will make plans and models for media arts productions
- (e) a fourth grade student will discuss, test and assemble models for media arts productions
- (f) a fifth grade student will develop, present and test ideas, plans, models and proposals for media arts productions
- (g) a sixth through eighth grade student will analyze ideas, plans, prototypes and creative processes for media arts productions
- (h) a ninth through twelfth grade student will apply criteria in developing and refining artistic ideas, plans, prototypes, and production processes

(3) refine and complete artistic work.

- (a) a kindergarten student will combine arts and media content to form media artworks
- (b) a first grade student will identify the effects of making changes to the content form or presentation of media artworks
- (c) a second grade student will describe expressive effects in altering, refining and completing media artworks
- (d) a third grade student will demonstrate how the use of different elements alters media artworks
- (e) a fourth grade student will demonstrate intentional effect in refining media artworks
- (f) a fifth grade student will determine how elements and components can be altered for clear communication and intentional effects in media artwork

(g) a sixth through eighth grade student will improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place

(h) a ninth through twelfth grade student will enhance and modify media artworks, honing aesthetic quality

(4) select, analyze and interpret artistic work for presentation.

(a) a kindergarten student will chose varied art forms and other content in media artwork

(b) a first grade student will combine art forms and media content to form media artworks

(c) a second grade student will combine a variety of art and media content into unified media artworks

(d) a third grade student will integrate varied art forms and media content into media artworks

(e) a fourth grade student will demonstrate how a variety of forms and content can be mixed and coordinated into media artworks

(f) a fifth grade student will create media artworks through the integration of multiple contents and forms

(g) a sixth through eighth grade student will integrate multiple content areas and forms into media artwork productions that convey perspectives, themes, and narratives

(h) a ninth through twelfth grade student will synthesize various art forms and themes into media artwork productions considering the reaction and interaction of the audience

(5) develop and refine artistic techniques and work for presentation.

(a) a kindergarten student will identify skills and roles used to create media arts presentations

(b) a first grade student will demonstrate skills and roles in media arts presentations

(c) a second grade student will experiment with various skills and roles in creating media arts presentations

(d) a third grade student will exhibit a variety of skills and roles to create new content in media arts presentations

(e) a fourth grade student will apply a variety of skills and knowledge to solve problems while creating media arts presentations.

(f) a fifth grade student will perform a variety of roles while solving problems to create media art presentations.

(g) a sixth through eighth grade student will demonstrate a range of skills and roles in creating and performing media arts presentations

(h) a ninth through twelfth grade student will demonstrate a progression of skills by fulfilling specific roles in the production of a variety of media arts presentations

(6) convey meaning through the presentation of artistic work.

(a) a kindergarten student will share reactions to the presentation of media artworks

(b) a first grade student will discuss the presentation of media artworks and identify reactions

(c) a second grade student will identify and describe the experience of presenting media artworks

(d) a third grade student will discuss ways to improve media artworks presentations

(e) a fourth grade student will explain results of and improvements for presenting media artworks

(f) a fifth grade student will compare results of and improvements for presenting media artworks

(g) a sixth through eighth grade student will analyze results of and improvements for presenting media artworks

(h) a ninth through twelfth grade student will evaluate impact and implement improvements in presenting media artworks, considering personal, local, and social impacts

(7) perceive and analyze artistic work.

(a) a kindergarten student will recognize messages in media artworks

- (b) a first grade student will identify components and messages in media artworks
- (c) a second grade student will describe the components and messages in media artworks
- (d) a third grade student will describe how messages are created by components in media artworks
- (e) a fourth grade student will explain how various forms, methods and styles influence the message of a media artwork
- (f) a fifth grade student will differentiate how message and meaning are created by components in media artworks
- (g) a sixth through eighth grade student will evaluate the qualities of and relationships between the components and style in media artworks
- (h) a ninth through twelfth grade student will synthesize the qualities and relationships of the components in a variety of media artworks to create intention and persuasion

(8) construct meaningful interpretations of artistic works.

- (a) a kindergarten student will identify a variety of media artworks
- (b) a first grade student will describe the meanings of a variety of media artworks
- (c) a second grade student will define the purposes and meanings of media artworks
- (d) a third grade student will discuss the purposes and meanings of media artworks
- (e) a fourth grade student will explain reactions to a variety of media artworks, considering their purpose and context
- (f) a fifth grade student will compare personal and group interpretations of a variety of media artworks considering their intention and context
- (g) a sixth through eighth grade student will compare and contrast the intent of a variety of media artworks and how they impact understanding of one's own and other cultures
- (h) a ninth through twelfth grade student will analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts

(9) apply criteria to evaluate artistic work.

- (a) a kindergarten student will identify qualities and possible changes in media artworks
- (b) a first grade student will identify qualities of media artworks considering audience
- (c) a second grade student will discuss the effectiveness of and improvements for media artworks
- (d) a third grade student will identify basic criteria to evaluate media artworks
- (e) a fourth grade student will apply basic criteria to evaluate and improve media artworks and production processes
- (f) a fifth grade student will apply criteria to evaluate media artworks and production processes, considering context and practicing constructive feedback
- (g) a sixth through eighth grade student will compare and contrast media artworks and production processes to context and artistic goals
- (h) a ninth through twelfth grade student will analyze critiques of media artworks and production processes

(10) synthesize and relate knowledge and personal experiences to create art.

- (a) a kindergarten student will use personal experiences and choices in creating media artworks
- (b) a first grade student will use personal experiences, interests and models in creating media artworks
- (c) a second grade student will create media artworks and discuss their meaning and purpose
- (d) a third grade student will demonstrate how media artworks influence popular media
- (e) a fourth grade student will examine how media artworks affect meanings, situations, and cultural experiences in popular media

(f) a fifth grade student will demonstrate how media artworks affect meanings, situations, and cultural experiences

(g) a sixth through eighth grade student will analyze how media artworks expand meaning and knowledge, create cultural experiences and influence local and global events

(h) a ninth through twelfth grade student will demonstrate the use of media artworks to synthesize new meaning and knowledge that reflect and form cultural experiences

(11) relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

(a) a kindergarten student will share ideas relating media artworks to everyday life

(b) a first grade student will discuss uses of media artworks in everyday life

(c) a second grade student will identify how media artworks and ideas relate to everyday life and culture

(d) a third grade student will explain how media artworks and ideas can influence everyday life

(e) a fourth grade student will demonstrate how media artworks and ideas relate to everyday life and culture

(f) a fifth grade student will research how media artworks and ideas relate to personal, social and community life and culture

(g) a sixth through eighth grade student will compare

how media artworks and ideas relate to various contexts, purposes and values

(h) a ninth through twelfth grade student will analyze how media artworks and ideas relate to various contexts, purposes, and values

DRAFT

Music

NEW RULES 1-11 K-12 MUSIC STANDARDS (1-11) When a district incorporates or integrates music into district curriculum or offers an elective course in general music, performance-based classes, music technology or music theory the standards are that students will

(1) generate and conceptualize artistic ideas and work.

- (a) a kindergarten student will explore and experience musical concepts
- (b) a first grade student will create musical ideas for a purpose
- (c) a second grade student will explore rhythmic musical ideas for a purpose
- (d) a third grade student will identify the connection between rhythmic and melodic ideas
- (e) a fourth grade student will explain the connection between rhythmic, melodic, and harmonic ideas
- (f) a fifth grade student will improvise rhythmic, melodic and harmonic ideas for a specific purpose
- (g) a sixth through eighth grade student will generate rhythmic, melodic and harmonic phrases and harmonic accompaniments
- (h) a ninth through twelfth grade student will analyze rhythmic, melodic and harmonic phrases and harmonic accompaniments for expressive intent

(2) Organize and develop artistic ideas and work.

- (a) a kindergarten student will demonstrate a musical idea
- (b) a first grade student will identify expressive intent of musical ideas
- (c) a second grade student will be able to discuss the expressive intent of patterns and ideas for music
- (d) a third grade student will identify expressive intent of selected musical ideas
- (e) a fourth grade student will organize musical ideas for an express purpose
- (f) a fifth grade student will develop musical ideas for an express purpose
- (g) a sixth through eighth grade student will select musical ideas for arrangements, songs, and compositions
- (h) a ninth through twelfth grade student will assemble and organize sounds or short musical ideas for express purposes

(3) Refine and complete artistic work.

- (a) a kindergarten student will identify changes in musical ideas
- (b) a first grade student will discuss changes in musical ideas
- (c) a second grade student will interpret changes in musical ideas
- (d) a third grade student will explain revisions to musical ideas
- (e) a fourth grade student will identify revisions for personal musical ideas
- (f) a fifth grade student will describe revisions to personal musical ideas
- (g) a sixth through eighth grade student will evaluate personal musical ideas
- (h) a ninth through twelfth grade student will analyze and revise the technical and expressive aspects of personal musical ideas

(4) Select, analyze and interpret artistic work for presentation.

- (a) a kindergarten student will identify expressive qualities in musical selections
- (b) a first grade student will describe the purpose of a variety of musical selections
- (c) a second grade student will identify expressive qualities and the purpose of musical selections
- (d) a third grade student will discuss how intent is conveyed through expressive qualities
- (e) a fourth grade student will identify the structure and elements in music selected for performance
- (f) A fifth grade student will compare the structure and elements of music in works selected for performance
- (g) A sixth through eighth grade student will evaluate the structure of contrasting pieces of music selected for performance.
- (h) A ninth through twelfth grade student will analyze how the elements of a musical performance relate to style and mood

(5) Develop and refine artistic techniques and work for presentation.

- (a) a kindergarten student will rehearse to improve performances

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- (b) a first grade student will rehearse to revise musical performances
- (c) a second grade student will evaluate the expressiveness of musical performances
- (d) a third grade student will evaluate the effectiveness of musical performances
- (e) a fourth grade student will evaluate accuracy and expressiveness of musical performances
- (f) a fifth grade student will evaluate the accuracy, effectiveness and expressiveness of musical performances
- (g) a sixth through eighth grade student will rehearse and determine when music is ready to perform
- (h) a ninth through twelfth grade student will analyze ways a performance conveys the elements of music, style, and mood

(6) Convey meaning through the presentation of artistic work.

- (a) a kindergarten student will perform music with expression
- (b) a first grade student will perform music for a purpose
- (c) a second grade student will perform music with expression and technical accuracy
- (d) a third grade student will perform music for a purpose with expression and technical accuracy
- (e) a fourth grade student will perform music with expression, technical accuracy, and interpretation
- (f) a fifth grade student will perform music with expression, technical accuracy and interpretation that conveys the composer's intent
- (g) a sixth through eighth grade student will perform music with technical accuracy, expression and culturally respectful practices to convey the composer's intent
- (h) ninth through twelfth grade student will analyze musical performances to explain how the elements of music are used to convey intent

(7) Perceive and analyze artistic work.

- (a) a kindergarten student will discuss preferences in musical selections
- (b) a first grade student will identify influences in making musical selections
- (c) a second grade student will explain responses to musical selections
- (d) a third grade students will evaluate responses to musical selections
- (e) a fourth grade student will explain connections to responses and musical structure and elements
- (f) A fifth grade student will cite evidence that connects musical selections to specific experiences
- (g) A sixth through eighth grade student will compare connections between musical selections for a specific purpose
- (h) A ninth through twelfth grade student will analyze elements of music in selected works for specific responses

(8) Construct meaningful interpretations of artistic works.

- (a) a kindergarten student will discuss expressive qualities of music
- (b) a first grade student will identify expressive qualities of music
- (c) a second grade student will explain how expressive qualities support intent in music
- (d) a third grade student will describe how expressive qualities determine intent in music
- (e) a fourth grade student will explain how expressive qualities help performers interpret music
- (f) a fifth grade student will describe how performers interpret expressive intent in music
- (g) a sixth through eighth grade student will compare how composers and performers interpret expressive qualities of music to create performances
- (h) a ninth through twelfth grade student will analyze composers' and performers' expressive intent in interpretations of music

(9) Apply criteria to evaluate artistic work.

- (a) a kindergarten student will identify preferences in evaluating music
- (b) A first grade student will describe preferences while evaluating music
- (c) A second grade student will discuss personal preferences in evaluating musical selections
- (d) A third grade student will identify criteria to evaluate musical performances
- (e) a fourth grade student will use established criteria to evaluate musical works and performances
- (f) a fifth grade student will use established criteria to evaluate the quality of musical works and performances

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- (g) a sixth through eighth grade student will develop criteria to evaluate musical works and performances
- (h) a ninth through twelfth grade student will develop criteria to analyze the technical and expressive qualities of music and performances

(10) Synthesize and relate knowledge and personal experiences to create art.

- (a) a kindergarten student will identify emotions when experiencing music
- (b) a first grade student will describe emotions when experiencing music
- (c) a second grade student will discuss emotions when experiencing music
- (d) a third grade student will explain emotions experienced when creating, performing and responding to music
- (e) a fourth grade student will convey personal emotions using elements of music
- (f) a fifth grade student will demonstrate how a musical experience forms an emotional, physical, and cultural connection
- (g) a sixth through eighth grade student will evaluate how personal connections inform creation, performance and response to music
- (h) a ninth through twelfth grade student will analyze how interests, knowledge and skills relate to intent when creating, performing and responding to music

(11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

- (a) a kindergarten student will identify connections between music, arts, and daily life in a variety of contexts
- (b) a first grade student will describe connections between music, arts, and daily life in a variety of contexts
- (c) a second grade student will describe musical expressions in terms of patterns and connections to daily life
- (d) a third grade student will discuss patterns and connections between music, arts and daily life
- (e) a fourth grade student will demonstrate understanding of the connection between music and its historical and cultural context
- (f) a fifth grade student will compare connections between music and historical and cultural context
- (g) a sixth through eighth grade student will evaluate connections between music and historical and cultural context
- (h) a ninth-twelfth grade student will analyze relationships between music, arts, society and cultures

THEATRE

NEW RULES 1-11 THEATRE STANDARDS When a district incorporates or integrates theatre into district curriculum or offers an elective course in theatre, the content standards are that students will...

(1) generate and conceptualize artistic ideas and work.

- (a) a kindergarten student will identify ways in which movement may be used to create or retell a story
- (b) a first grade student will identify ways in which gestures and movement may be used to create or retell a story
- (c) a second grade student will identify ways in which voice and sounds may be used to create or retell a story
- (d) a third grade student will experiment with character choices in creative drama
- (e) a fourth grade student will design technical elements that support the story in drama experiences
- (f) a fifth grade student will implement design ideas that support the story in a drama or theatre work
- (g) a sixth through eighth grade student will develop a character in a drama or theatre work
- (h) a ninth through twelfth grade student will examine the roles of character, story, playwright, theatre tradition and genre in a drama or theatre work

(2) organize and develop artistic ideas and work.

- (a) a kindergarten student will express original ideas in guided creative drama
- (b) a first grade student will contribute to the development of a sequential plot in guided creative drama
- (c) a second grade student will develop dialogue in creative drama
- (d) a third grade student will devise original ideas for a creative drama experience
- (e) a fourth grade student will develop original ideas for characters and plot in a theatre performance
- (f) a fifth grade student will participate in specific responsibilities required to present a drama or theatre work informally to an audience
- (g) a sixth through eighth grade student will demonstrate leadership and collaboration when developing a drama or theatre work
- (h) a ninth through twelfth grade student will analyze the collaborative relationship of the actor, director, and playwright in creating a drama or theatre work

(3) refine and complete artistic work.

- (a) a kindergarten student will identify plot details in guided creative drama
- (b) a first grade student will contribute to the adaptation of the plot in guided creative drama
- (c) a second grade student will contribute to the adaptation of dialogue in a creative drama
- (d) a third grade student will collaborate to revise ideas of creative drama
- (e) a fourth grade student will revise an improvised or scripted theatre work
- (f) a fifth grade student will evaluate choices to improve an improvised or scripted drama or theatre work
- (g) a sixth through eighth grade student will analyze scripted drama and theatre works
- (h) a ninth through twelfth grade student will refine design choices to support the story and impact of devised or scripted drama and theatre works

(4) select, analyze and interpret artistic work for presentation.

- (a) a kindergarten student will use facial expressions to communicate character and emotions in guided creative drama

- (b) a first grade student will use body, face, gesture and voice to communicate character and emotions in guided creative drama
- (c) a second grade student will alter voice and body to expand and articulate character in a creative drama experience
- (d) a third grade student will determine how movement and voice are incorporated into creative drama experiences
- (e) a fourth grade student will make physical and vocal choices to develop a character in a drama experience
- (f) a fifth grade student will experiment with physical and vocal choices to create meaning in drama and theatre works
- (g) a sixth through eighth grade student will identify the essential events in a story or script that make up the dramatic structure
- (h) a ninth through twelfth grade student will apply a variety of acting techniques in the rehearsal and performance of drama and theatre works

(5) develop and refine artistic techniques and work for presentation.

- (a) a kindergarten student will identify various design elements in guided creative drama
- (b) a first grade student will experiment with design elements in creative drama
- (c) a second grade student will identify the basic design elements in creative drama experiences
- (d) a third grade student will describe design elements in a creative drama experience
- (e) a fourth grade student will discuss the use of technical elements to enhance a drama experience
- (f) a fifth grade student will demonstrate the use of technical elements in drama and theatre works
- (g) a sixth through eighth grade student will analyze how technical elements enhance drama and theatre works
- (h) a ninth through twelfth grade student will apply technical elements to enhance the production of drama and theatre works

(6) convey meaning through the presentation of artistic work.

- (a) a kindergarten student will use voice and sound in guided creative drama
- (b) a first grade student will use movement and gesture to communicate emotions in guided creative drama
- (c) a second grade student will contribute original ideas or choices to group creative drama experiences
- (d) a third grade student will rehearse and discuss reflections about a drama experience
- (e) a fourth grade student will perform small-group drama and theatre works for an audience
- (f) a fifth grade student will present drama and theatre works informally for an audience
- (g) a sixth through eighth grade student will perform a rehearsed drama or theatre work for an audience
- (h) a ninth through twelfth grade student will perform a rehearsed scripted drama or theatre work for a specific audience

(7) perceive and analyze artistic work.

- (a) a kindergarten student will describe a response to characters in guided creative drama
- (b) a first grade student will discuss emotional responses to guided creative drama
- (c) a second grade student will describe the artistic choices made in creative drama experiences
- (d) a third grade student will discuss artistic choices and how they shape reactions to drama and theatre works
- (e) a fourth grade student will identify artistic choices made through participation in and observation of drama and theatre works

- (f) a fifth grade student will explain personal reactions to artistic choices made in drama and theatre works
- (g) a sixth through eighth grade student will evaluate the artistic choices in drama and theatre works
- (h) a ninth through twelfth grade student will synthesize what is seen, felt and heard in drama and theatre works to develop criteria for personal artistic choices

(8) construct meaningful interpretations of artistic works.

- (a) a kindergarten student will describe a setting in creative drama
- (b) a first grade student will discuss how setting can influence character actions in creative drama
- (c) a second grade student will describe how setting influences character actions and consequences in creative drama
- (d) a third grade student will discuss ways to develop a character for a creative drama
- (e) a fourth grade student will compare character qualities in drama or theatre works
- (f) A fifth grade student will explain how cultural perspectives influence personal responses to characters in drama or theatre works
- (g) a sixth through eighth grade student will analyze how cultural perspectives influence the evaluation of drama and theatre work
- (h) a ninth through twelfth grade student will analyze how artistic choices are developed from personal experiences in drama and theatre works

(9) apply criteria to evaluate artistic work.

- (a) a kindergarten student will identify design elements in guided creative drama
- (b) a first grade student will describe design elements in guided creative drama
- (c) a second grade student will discuss design elements in guided creative drama
- (d) a third grade student will compare design elements in creative drama
- (e) a fourth grade student will propose criteria to evaluate drama and theatre works
- (f) a fifth grade student will implement criteria to evaluate drama and theatre works
- (g) a sixth through eighth grade student will evaluate drama and theatre works using supporting evidence
- (h) a ninth through twelfth grade student will analyze a drama or theatre work using personal aesthetics and artistic criteria

(10) synthesize and relate knowledge and personal experiences to create art.

- (a) a kindergarten student will identify similarities between characters and oneself in guided creative drama
- (b) a first grade student will describe similarities between characters and oneself in a guided creative drama
- (c) a second grade student will compare character experiences to personal experiences in creative drama
- (d) a third grade student will discuss personal experiences and knowledge to make connections to community and culture in creative drama
- (e) a fourth grade student will identify the ways drama and theatre work reflect the perspectives of a community or culture
- (f) a fifth grade student will explain how drama and theatre work connects one to a community or culture
- (g) a sixth through eighth grade student will research how cultural perspectives, community ideas and personal beliefs impact a drama or theatre work
- (h) a ninth through twelfth grade student will collaborate on drama or theatre work that examines a critical issue using various perspectives

(11) relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

- (a) A kindergarten student will identify similarities and differences in stories from multiple cultures
- (b) A first grade student will describe similarities and differences in stories from multiple cultures
- (c) A second grade student will compare similarities and differences in stories from multiple cultures through creative drama experiences
- (d) A third grade student will describe how stories are adapted from literature to become drama or theatre works
- (e) a fourth grade student will discuss cross-cultural approaches to storytelling in drama and theatre works
- (f) A fifth grade student will investigate historical, global and cultural issues in drama and theatre works
- (g) A sixth through eighth grade student will use different forms of drama and theatre work to examine contemporary, social, cultural or global issues
- (h) A ninth through twelfth grade student will analyze the social, historical and cultural contexts of drama and theatre works

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VISUAL ARTS

Superintendent's Recommendation

NEW RULES 1-11 VISUAL ARTS STANDARDS When a district incorporates or integrates visual arts into district curriculum or offers an elective course in visual arts, the standards are that students will...

(1) generate and conceptualize artistic ideas and work.

- (a) a kindergarten student will engage in creative play with art materials
- (b) a first grade student will engage and collaborate in creative investigation of art materials.
- (c) a second grade student will discover multiple approaches and solutions to an art or design problem.
- (d) a third grade student will apply knowledge of available resources to enhance personal ideas through the art-making process.
- (e) a fourth grade student will collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork
- (f) a fifth grade student will combine diverse concepts and artistic methods to choose an approach and create an artwork
- (g) a sixth through eighth grade student will design project steps and criteria to reach an identified goal, and investigate personally relevant content for art making
- (h) a ninth through twelfth grade student will develop plans for creating art and design works using various materials and methods from traditional and contemporary practices.

(2) organize and develop artistic ideas and work.

- (a) a kindergarten student will create artwork or design that represent natural and constructed objects.
- (b) a first grade student will create artwork that identify uses of everyday objects
- (c) a second grade student will demonstrate personal interests in an artwork or design using various materials, tools, and everyday objects
- (d) a third grade student will create artwork using a variety of artistic processes and materials
- (e) a fourth grade student will apply research to art-making for the purpose of communicating about constructed environments
- (f) a fifth grade student will create artworks that document places or objects of personal significance.
- (g) a sixth through eighth grade student demonstrate awareness of issues and ethics of appropriation as they create works of art and design.
- (h) a ninth through twelfth grade student will create art or design projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works

(3) refine and complete artistic work.

- (a) a kindergarten student will explain the artistic process while making works of art.
- (b) a first grade student will use art vocabulary to describe choices while creating art.
- (c) a second grade student will discuss choices made in creating artwork.
- (d) a third grade student will elaborate on artwork by adding details to enhance meaning.
- (e) a fourth grade student will revise artwork on the basis of insights gained through discussion.
- (f) a fifth grade student will create artist statements using art vocabulary to describe personal choices in art-making.
- (g) a sixth through eighth grade student will apply criteria to plan revisions for artwork or design.
- (h) a ninth through twelfth grade student will complete artworks or design incorporating relevant criteria as well as personal artistic vision

(4) select, analyze and interpret artistic work for presentation.

- (a) a kindergarten student will choose art objects for a personal portfolio and display.
- (b) a first grade student will explain why objects, artifacts and artwork are valued differently by different audiences.

Superintendent's Recommendation

NEW RULES 1-11 VISUAL ARTS STANDARDS When a district incorporates or integrates visual arts intodistrict curriculum or offers an elective course in visual arts, the standards are that students will...

- (c) a second grade student will categorize artwork based on a theme or concept for an exhibit.
- (d) a third grade student will research and discuss the possibilities and limitations of physical and digital spaces for exhibiting artwork.
- (e) a fourth grade student will describe how past, present, and emerging technologies impact the preservation and presentation of artwork
- (f) a fifth grade student will explain the role of a curator
- (g) a sixth through eighth grade student will compare similarities and differences associated with preserving and presenting two-dimensional, three- dimensional and digital artwork,
- (h) a ninth through twelfth grade student will curate artifacts and artworks for presentation and preservation

(5) develop and refine artistic techniques and work for presentation.

- (a) a kindergarten student will explain the purpose of a portfolio or collection.
- (b) a first grade student will identify how artwork should be prepared for a presentation.
- (c) a second grade student will describe different materials or artistic techniques for preparing artwork for presentation.
- (d) a third grade student will prepare artworks for presentation.
- (e) a fourth grade student will analyze considerations for presenting and protecting artworks.
- (f) a fifth grade student will discuss responsible and effective use of materials and techniques for preparing, presenting, and preserving artwork.
- (g) a sixth through eighth grade student will evaluate methods for preparing and presenting artwork based on criteria.
- (h) a ninth through twelfth grade student will apply appropriate methods or processes to display artwork in a specific place

(6) convey meaning through the presentation of artistic work.

- (a) a kindergarten student will explain the purpose of an art museum.
- (b) a first grade student will identify the roles and responsibilities of people who visit and work in museums.
- (c) a second grade student will describe how exhibited art in a variety of venues contributes to communities.
- (d) a third grade student will explain how and where different cultures record and illustrate stories and history of life through art.
- (e) a fourth grade student will compare purposes of art museums, art galleries, and other venues with the types of experiences they provide.
- (f) a fifth grade student will cite evidence to explain how an exhibition presents ideas and provides information about a specific concept or topic.
- (g) a sixth through eighth grade student will explain and cite evidence about how exhibits reflect history and values of a community.
- (h) a ninth through twelfth grade student will analyze an exhibit's or collection's impact on personal awareness of social, cultural, or political beliefs and understandings.

(7) perceive and analyze artistic work.

- (a) a kindergarten student will identify uses of artwork within one's personal environment
- (b) a first grade student will select and describe artworks that illustrate daily life, comparing different images that represent the same subject.
- (c) a second grade student will describe aesthetic characteristics of the natural world and constructed environments based on expressive properties.

Superintendent's Recommendation

NEW RULES 1-11 VISUAL ARTS STANDARDS When a district incorporates or integrates visual arts intodistrict curriculum or offers an elective course in visual arts, the standards are that students will...

- (d) a third grade student will identify processes an artist uses to create artwork
- (e) a fourth grade student will compare components of visual imagery
- (f) a fifth grade student will compare personal interpretations of artwork to others' interpretations
- (g) a sixth through eighth grade student will explain how a person's aesthetic choices are influenced by culture and environment
- (h) a ninth through twelfth grade student will evaluate the effectiveness of an artwork as perceived by a variety of audiences

(8) construct meaningful interpretations of artistic work.

- (a) a kindergarten student will identify subject matter and details in artworks.
- (b) a first grade student will describe characteristics of artworks.
- (c) a second grade student will describe the mood suggested by an artwork.
- (d) a third grade student will discuss the use of media to create subject matter, form, and mood in artwork
- (e) a fourth grade student will analyze subject matter, form, and use of media in artwork
- (f) a fifth grade student will analyze use of structure, context, and visual elements to convey ideas and mood in artworks
- (g) a sixth through eighth grade student will collaborate to interpret works of art
- (h) a ninth through twelfth grade student will defend an interpretation of an artwork or collections of artworks

(9) apply criteria to evaluate artistic work.

- (a) a kindergarten student will explain reasons for selecting a preferred artwork.
- (b) a first grade student will classify artwork based on reasons for preferences.
- (c) a second grade student will use art vocabulary to express preferences about artwork.
- (d) a third grade student will evaluate artwork based on criteria.
- (e) a fourth grade student will apply criteria to analyze artworks
- (f) a fifth grade student will evaluate artworks based on styles, genres and media
- (g) a sixth through eighth grade student will develop criteria to evaluate artwork
- (h) a ninth through twelfth grade student will analyze a collection of artwork based on sets of criteria

(10) synthesize and relate knowledge and personal experiences to create art.

- (a) a kindergarten student will create art that tells a story about a personal experience.
- (b) a first grade student will identify reasons to create art outside of school.
- (c) a second grade student will create artworks about events in home, school, or community life.
- (d) a third grade student will develop artwork based on observations and details of surroundings.
- (e) a fourth grade student will create artworks that reflect community cultural traditions.
- (f) a fifth grade student will apply formal and conceptual knowledge of art and design to make artwork.
- (g) a sixth through eighth grade student will use art to express ideas and current interests.
- (h) a ninth through twelfth grade student will incorporate knowledge of personal, social, cultural, and historical life to create artworks

(11) relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

- (a) a kindergarten student will identify a purpose of an artwork
- (b) a first grade student will describe the reasons that people from different places and times create artwork
- (c) a second grade student will discuss cultural uses of artwork from different times and places.

Superintendent's Recommendation

NEW RULES 1-11 VISUAL ARTS STANDARDS When a district incorporates or integrates visual arts intodistrict curriculum or offers an elective course in visual arts, the standards are that students will...

(d) a third grade student will compare how responses to art change based on knowledge of the artwork's cultural and historical context.

(e) a fourth grade student will interpret artworks through observation and information about context

(f) a fifth grade student will identify how artworks are used to inform or change beliefs, values, or behaviors of an individual or society.

(g) a sixth through eighth grade student will distinguish different ways that artworks represent, establish, reinforce, and reflect group identity.

(h) a ninth through twelfth grade student will compare uses of art in a variety of personal, societal, cultural, and historical contexts.

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