NATIONAL STANDARDS FOR ARTS EDUCATION

These standards were compiled directly from ARTSEdge (artsedge.kennedy-center.org/educators/standards).

About the Standards

National Standards for Arts Education
The standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Associations, through a grant administered by The National Association for Music Education (MENC). For reprint permissions, visit MENC (www.menc.org).

State Standards for Arts Education
Most states have developed (or are developing) standards in the arts. The Arts Education State Policy Database (www.aep-arts.org/research-policy/state-policy-database) contains the latest information on arts education state policies and practices.
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K-4 Standards in Dance, Music, Theater and Visual Arts

Overview: What students should know and do in kindergarten through fourth grade

Overview
The standards in this section describe the cumulative skills and knowledge expected of all students upon exiting grade 4. Students in the earlier grades should engage in developmentally appropriate learning experiences designed to prepare them to achieve these standards at grade 4. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

Dance
Children in grades K-4 love to move and learn through engagement of the whole self. They need to become literate in the language of dance in order to use this natural facility as a means of communication and self-expression, and as a way of responding to the expression of others. Dancing and creating dances provide them with skills and knowledge necessary for all future learning in dance and give them a way to celebrate their humanity.

Dance education begins with an awareness of the movement of the body and its creative potential. At this level, students become engaged in body awareness and movement exploration that promote a recognition and appreciation of self and others. Students learn basic movement and choreographic skills in musical/rhythmic contexts. The skills and knowledge acquired allow them to begin working independently and with a partner in creating and performing dances.

Experiences in perceiving and responding to dance expand students’ vocabularies, enhance their listening and viewing skills, and enable them to begin thinking critically about dance. They investigate questions such as “What is it? How does it work? Why is it important?” Practicing attentive audience behavior for their peers leads to describing movement elements and identifying expressive movement choices. Students learn to compare works in terms of the elements of space, time, and force/energy and to experience the similarities and differences between dance and other disciplines.

Through dance education, students can also come to an understanding of their own culture and begin to respect dance as a part of the heritage of many cultures. As they learn and share dances from around the globe, as well as from their own communities, children gain skills and knowledge that will help them participate in a diverse society.

Music
The study of music contributes in important ways to the quality of every student’s life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while a knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in grades K-4, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others.
Listening to, analyzing, and evaluating music are important building blocks of musical learning. Further, to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

**Theater**

Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life -- about actions and consequences, about customs and beliefs, about others and themselves. They learn through their social pretend play and from hours of viewing television and film. For instance, children use pretend play as a means of making sense of the world; they create situations to play and assume roles; they interact with peers and arrange environments to bring their stories to life; they direct one another to bring order to their drama, and they respond to one another’s dramas. In other words, children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre education should build on this solid foundation. These standards assume that theatre education will start with and have a strong emphasis on improvisation, which is the basis of social pretend play.

In an effort to create a seamless transition from the natural skills of pretend play to the study of theatre, the standards call for instruction that integrates the several aspects of the art form: script writing, acting, designing, directing, researching, comparing art forms, analyzing and critiquing, and understanding contexts. In the kindergarten through fourth grade, the teacher will be actively involved in the students’ planning, playing, and evaluating, but students will be guided to develop group skills so that more independence is possible. The content of the drama will develop the students’ abilities to express their understanding of their immediate world and broaden their knowledge of other cultures.

**Visual Arts**

These standards provide a framework for helping students learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions; and to evaluate the merits of their efforts. The standards address these objectives in ways that promote acquisition of and fluency in new ways of thinking, working, communicating, reasoning, and investigating. They emphasize student acquisition of the most important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts. They develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school.

The visual arts are extremely rich. They range from drawing, painting, sculpture, and design, to architecture, film, video, and folk arts. They involve a wide variety of tools, techniques, and processes. The standards are structured to recognize that many elements from this broad array can be used to accomplish specific educational objectives. For example, drawing can be used as the basis for creative activity, historical and cultural investigation, or analysis, as can any other fields within the visual arts. The standards present educational goals. It is the responsibility of practitioners to choose appropriately from this rich array of content and processes to fulfill these goals in specific circumstances and to develop the curriculum.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts and must exhibit their competence at various levels in visual, oral, and written form. In Kindergarten-Grade 4, young children experiment enthusiastically with art materials and investigate the ideas presented to them through visual arts instruction. They exhibit a sense of joy and excitement as they make and share their artwork with others. Creation is at the heart of this instruction. Students learn to work with various tools, processes, and media. They learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Their natural inquisitiveness is promoted, and they learn the value of perseverance.

As they move from kindergarten through the early grades, students develop skills of observation, and they learn to examine the objects and events of their lives. At the same time, they grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts. Through examination of their own work and that of other people, times, and places, students learn to unravel the essence of artwork and to appraise its purpose and value. Through these efforts, students begin to understand the meaning and impact of the visual world in which they live.
Grade K-4 Dance Standard 1
Content Standard
Identifying and demonstrating movement elements and skills in performing dance
Achievement Standard
- Students accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch, swing)
- Students accurately demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip), traveling forward, backward, sideward, diagonally, and turning
- Students create shapes at low, middle, and high levels
- Students demonstrate the ability to define and maintain personal space
- Students demonstrate movements in straight and curved pathways
- Students demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- Students demonstrate kinesthetic awareness, concentration, and focus in performing movement skills
- Students attentively observe and accurately describe the action (such as skip, gallop) and movement elements (such as levels, directions) in a brief movement study

Grade K-4 Dance Standard 2
Content Standard
Understanding choreographic principles, processes, and structures
Achievement Standard
- Students create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment; identify each of these parts of the sequence
- Students improvise, create, and perform dances based on their own ideas and concepts from other sources
- Students use improvisation to discover and invent movement and to solve movement problems
- Students create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space, and/or force/energy)
- Students demonstrate the ability to work effectively alone and with a partner
- Students demonstrate the following partner skills: copying, leading and following, mirroring

Grade K-4 Dance Standard 3
Content Standard
Understanding dance as a way to create and communicate meaning
Achievement Standard
- Students observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)
- Students take an active role in a class discussion about interpretations of and reactions to a dance
- Students present their own dances to peers and discuss their meanings with competence and confidence

Grade K-4 Dance Standard 4
Content Standard
Applying and demonstrating critical and creative thinking skills in dance
Achievement Standard
- Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice
- Students observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes, levels, pathways
Grade K-4 Dance Standard 5
Content Standard
Demonstrating and understanding dance in various cultures and historical periods.

Achievement Standard
- Students perform folk dances from various cultures with competence and confidence
- Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context
- Students accurately answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?)

Grade K-4 Dance Standard 6
Content Standard
Making connections between dance and healthful living

Achievement Standard
- Students identify at least three personal goals to improve themselves as dancers
- Students explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples

Grade K-4 Dance Standard 7
Content Standard
Making connections between dance and other disciplines

Achievement Standard
- Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)
- Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)
Grade K-4 Music Standard 1
Content Standard
Singing, alone and with others, a varied repertoire of music

Achievement Standard
- Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- Students sing expressively, with appropriate dynamics, phrasing, and interpretation
- Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Students sing ostinatos, partner songs, and rounds
- Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Grade K-4 Music Standard 2
Content Standard
Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard
- Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- Students perform expressively a varied repertoire of music representing diverse genres and styles
- Students echo short rhythms and melodic patterns
- Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts

Grade K-4 Music Standard 3
Content Standard
Improvising melodies, variations, and accompaniments

Achievement Standard
- Students improvise "answers" in the same style to given rhythmic and melodic phrases
- Students improvise simple rhythmic and melodic ostinato accompaniments
- Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines)
Grade K-4 Music Standard 4
Content Standard
Composing and arranging music within specified guidelines

Achievement Standard
• Students create and arrange music to accompany readings or dramatizations
• Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)
• Students use a variety of sound sources when composing

Grade K-4 Music Standard 5
Content Standard
Reading and notating music

Achievement Standard
• Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
• Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
• Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
• Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Grade K-4 Music Standard 6
Content Standard
Listening to, analyzing, and describing music

Achievement Standard
• Students identify simple music forms when presented aurally
• Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
• Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
• Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices
• Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music

Grade K-4 Music Standard 7
Content Standard
Evaluating music and music performances

Achievement Standard
• Students devise criteria for evaluating performances and compositions
• Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles
Grade K-4 Music Standard 8
Content Standard
Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard
- Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts
- Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)

Grade K-4 Music Standard 9
Content Standard
Understanding music in relation to history and culture

Achievement Standard
- Students identify by genre or style aural examples of music from various historical periods and cultures
- Students describe in simple terms how elements of music are used in music examples from various cultures of the world
- Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures
- Students demonstrate audience behavior appropriate for the context and style of music performed
Grade K-4 Theater Standard 1
Content Standard
Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
 Achievement Standard
- Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations
- Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue

Grade K-4 Theater Standard 2
Content Standard
Acting by assuming roles and interacting in improvisations
 Achievement Standard
- Students imagine and clearly describe characters, their relationships, and their environments
- Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters
- Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history

Grade K-4 Theater Standard 3
Content Standard
Designing by visualizing and arranging environments for classroom dramatizations
 Achievement Standard
- Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources
- Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup

Grade K-4 Theater Standard 4
Content Standard
Directing by planning classroom dramatizations
 Achievement Standard
- Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations

Grade K-4 Theater Standard 5
Content Standard
Researching by finding information to support classroom dramatizations
 Achievement Standard
- Students communicate information to peers about people, events, time, and place related to classroom dramatizations
Grade K-4 Theater Standard 6
Content Standard
Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms

Achievement Standard
- Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
- Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
- Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

Grade K-4 Theater Standard 7
Content Standard
Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions

Achievement Standard
- Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances
- Students explain how the wants and needs of characters are similar to and different from their own
- Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances
- Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating

Grade K-4 Theater Standard 8
Content Standard
Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life

Achievement Standard
- Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
- Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions
Grade K-4 Visual Arts Standard 1
Content Standard
Understanding and applying media, techniques, and processes
Achievement Standard
- Students know the differences between materials, techniques, and processes
- Students describe how different materials, techniques, and processes cause different responses
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students use art materials and tools in a safe and responsible manner

Grade K-4 Visual Arts Standard 2
Content Standard
Using knowledge of structures and functions
Achievement Standard
- Students know the differences among visual characteristics and purposes of art in order to convey ideas
- Students describe how different expressive features and organizational principles cause different responses
- Students use visual structures and functions of art to communicate ideas

Grade K-4 Visual Arts Standard 3
Content Standard
Choosing and evaluating a range of subject matter, symbols, and ideas
Achievement Standard
- Students explore and understand prospective content for works of art
- Students select and use subject matter, symbols, and ideas to communicate meaning

Grade K-4 Visual Arts Standard 4
Content Standard
Understanding the visual arts in relation to history and cultures
Achievement Standard
- Students know that the visual arts have both a history and specific relationships to various cultures
- Students identify specific works of art as belonging to particular cultures, times, and places
- Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

Grade K-4 Visual Arts Standard 5
Content Standard
Reflecting upon and assessing the characteristics and merits of their work and the work of others
Achievement Standard
- Students understand there are various purposes for creating works of visual art
- Students describe how people’s experiences influence the development of specific artworks
- Students understand there are different responses to specific artworks
Grade K-4 Visual Arts Standard 6

Content Standard
Making connections between visual arts and other disciplines

Achievement Standard
- Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
- Students identify connections between the visual arts and other disciplines in the curriculum
Standards in Dance, Music, Theater and Visual Arts for Grades 5-8

Overview: What students should know and do in the middle school years

Overview
Except as noted, the standards in this section describe the cumulative skills and knowledge expected of all students upon exiting grade 8. Students in grades 5-7 should engage in developmentally appropriate learning experiences to prepare them to achieve these standards at grade 8. These standards presume that the students have achieved the standards specified for grades K-4; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex art works, and will provide more sophisticated responses to works of art. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

Dance
Through creating, performing, and responding to dance, middle school students can continue to develop skills and knowledge that enhance the important development of self-image and social relationships. Cooperation and collaboration are emphasized at this age, fostering positive interactions.

Dance education can offer a positive, healthy alternative to the many destructive choices available to adolescents. Students are encouraged to take more responsibility for the care, conditioning, and health of their bodies (both within and outside the dance class), thus learning that self-discipline is a prerequisite for achievement in dance.

Students in grades 5-8 develop a sense of themselves in relation to others and in relation to the world. As a result, they are ready to respond more thoughtfully to dance, to perceive details of style and choreographic structure, and to reflect upon what is communicated. The study of dance provides a unique and valuable insight into the culture or period from which it has come. Informed by social and cultural experiences, movement concepts, and dance-making processes, students integrate dance with other art forms.

Music
The period represented by grades 5-8 is especially critical in students' musical development. The music they perform or study often becomes an integral part of their personal musical repertoire. Composing and improvising provide students with unique insight into the form and structure of music and at the same time help them to develop their creativity. Broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasingly multicultural. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Theater
In theatre, the artists create an imagined world about human beings; it is the role of the actor to lead the audience into this visual, aural, and oral world. To help students in grades 5-8 develop theatre literacy, it is important that they learn to see the created world of theatre through the eyes of the playwright, actor, designer, and director.
Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. Students should, at this point, play a larger role in the planning and evaluation of their work. They should continue to use drama as a means of confidently expressing their world view, thus developing their “personal voice.” The drama should also introduce students to plays that reach beyond their communities to national, international, and historically representative themes.

Visual Arts
Students in grades 5-8 continue to need a framework that aids them in learning the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions. They grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts. These standards provide that framework in a way that promotes the students' thinking, working, communicating, reasoning, and investigating skills and provides for their growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain this knowledge and these skills, they gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds.

These standards present educational goals. It is the responsibility of practitioners to choose among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances. The visual arts offer the richness of drawing and painting, sculpture, and design; architecture, film, and video; and folk arts -- all of these can be used to help students achieve the standards. For example, students could create works in the medium of videotape, engage in historical and cultural investigations of the medium, and take part in analyzing works of art produced on videotape. The visual arts also involve varied tools, techniques, and processes -- all of which can play a role in students' achieving the standards, as well.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts. As they develop increasing fluency in visual, oral, and written communication, they must exhibit their greater artistic competence through all of these avenues.

In grades 5-8, students' visual expressions become more individualistic and imaginative. The problem-solving activities inherent in art making help them develop cognitive, affective, and psychomotor skills. They select and transform ideas, discriminate, synthesize and appraise, and apply these skills to their expanding knowledge of the visual arts and to their own creative work. Students understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both.

Their own art making becomes infused with a variety of images and approaches. They learn that preferences of others may differ from their own. Students refine the questions that they ask in response to artworks. This leads them to an appreciation of multiple artistic solutions and interpretations. Study of historical and cultural contexts gives students insights into the role played by the visual arts in human achievement. As they consider examples of visual art works within historical contexts, students gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs. They understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors. Through these efforts, students develop an understanding of the meaning and import of the visual world in which they live.
Grade 5-8 Dance Standard 1

Content Standard
Identifying and demonstrating movement elements and skills in performing dance

Achievement Standard
- Students demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery
- Students accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions (e.g., ballet, square, Ghanasian, Middle Eastern, modern)
- Students accurately transfer a spatial pattern from the visual to the kinesthetic
- Students accurately transfer a rhythmic pattern from the aural to the kinesthetic
- Students identify and clearly demonstrate a range of dynamics / movement qualities
- Students demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills
- Students demonstrate accurate memorization and reproduction of movement sequences
- Students describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary

Grade 5-8 Dance Standard 2

Content Standard
Understanding choreographic principles, processes, and structures

Achievement Standard
- Students clearly demonstrate the principles of contrast and transition
- Students effectively demonstrate the processes of reordering and chance
- Students successfully demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative
- Students demonstrate the ability to work cooperatively in a small group during the choreographic process
- Students demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight

Grade 5-8 Dance Standard 3

Content Standard
Understanding dance as a way to create and communicate meaning

Achievement Standard
- Students effectively demonstrate the difference between pantomiming and abstracting a gesture
- Students observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance
- Students demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
- Students create a dance that successfully communicates a topic of personal significance
Grade 5-8 Dance Standard 4
Content Standard
Applying and demonstrating critical and creative thinking skills in dance
Achievement Standard
- Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice
- Students demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way
- Students compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (movement qualities)
- Students identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)

Grade 5-8 Dance Standard 5
Content Standard
Demonstrating and understanding dance in various cultures and historical periods
Achievement Standard
- Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles
- Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America
- Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers
- Students accurately describe the role of dance in at least two different cultures or time periods

Grade 5-8 Dance Standard 6
Content Standard
Making connections between dance and healthful living
Achievement Standard
- Students identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
- Students explain strategies to prevent dance injuries
- Students create their own warmup and discuss how that warmup prepares the body and mind for expressive purposes

Grade 5-8 Dance Standard 7
Content Standard
Making connections between dance and other disciplines
Achievement Standard
- Students create a project that reveals similarities and differences between the arts
- Students cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, and pattern)
- Students observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations
Grade 5-8 Music Standard 1

Content Standard
Singing, alone and with others, a varied repertoire of music

Achievement Standard
- Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students sing music written in two and three parts
- Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

Grade 5-8 Music Standard 2

Content Standard
Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard
- Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing +E11 position, and good breath, bow, or stick control
- Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

Grade 5-8 Music Standard 3

Content Standard
Improvising melodies, variations, and accompaniments

Achievement Standard
- Students improvise simple harmonic accompaniments
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality
Grade 5-8 Music Standard 4
Content Standard
Composing and arranging music within specified guidelines
Achievement Standard
- Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- Students arrange simple pieces for voices or instruments other than those for which the pieces were written
- Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Grade 5-8 Music Standard 5
Content Standard
Reading and notating music
Achievement Standard
- Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures
- Students read at sight simple melodies in both the treble and bass clefs
- Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- Students use standard notation to record their musical ideas and the musical ideas of others
- Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

Grade 5-8 Music Standard 6
Content Standard
Listening to, analyzing, and describing music
Achievement Standard
- Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology
- Students analyze the uses of elements of music in aural examples representing diverse genres and cultures
- Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Grade 5-8 Music Standard 7
Content Standard
Evaluating music and music performances
Achievement Standard
- Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
Grade 5-8 Music Standard 8
Content Standard
Understanding relationships between music, the other arts, and disciplines outside the arts
Achievement Standard
- Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)

Grade 5-8 Music Standard 9
Content Standard
Understanding music in relation to history and culture
Achievement Standard
- Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed
Grade 5-8 Theater Standard 1

Content Standard
Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history

Achievement Standard
- Students individually and in groups, create characters, environments, and actions that create tension and suspense
- Students refine and record dialogue and action

Grade 5-8 Theater Standard 2

Content Standard
Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Achievement Standard
- Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- Students in an ensemble, interact as the invented characters

Grade 5-8 Theater Standard 3

Content Standard
Designing by developing environments for improvised and scripted scenes

Achievement Standard
- Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
- Students analyze improvised and scripted scenes for technical requirements
- Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
- Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character

Grade 5-8 Theater Standard 4

Content Standard
Directing by organizing rehearsals for improvised and scripted scenes

Achievement Standard
- Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills
Grade 5-8 Theater Standard 5

Content Standard
Researching by using cultural and historical information to support improvised and scripted scenes

Achievement Standard
- Students apply research from print and nonprint sources to script writing, acting, design, and directing choices

Grade 5-8 Theater Standard 6

Content Standard
Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms

Achievement Standard
- Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
- Students express and compare personal reactions to several art forms
- Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

Grade 5-8 Theater Standard 7

Content Standard
Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

Achievement Standard
- Students describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
- Students articulate and support the meanings constructed from their and others' dramatic performances
- Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances
- Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes
Grade 5-8 Theater Standard 8

Content Standard
Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures

Achievement Standard
- Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
- Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media
- Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures
- Students explain how culture affects the content and production values of dramatic performances
- Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life
Grade 5-8 Visual Arts Standard 1
Content Standard
Understanding and applying media, techniques, and processes
Achievement Standard
- Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Grade 5-8 Visual Arts Standard 2
Content Standard
Using knowledge of structures and functions
Achievement Standard
- Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- Students select and use the qualities of structures and functions of art to improve communication of their ideas

Grade 5-8 Visual Arts Standard 3
Content Standard
Choosing and evaluating a range of subject matter, symbols, and ideas
Achievement Standard
- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

Grade 5-8 Visual Arts Standard 4
Content Standard
Understanding the visual arts in relation to history and cultures
Achievement Standard
- Students know and compare the characteristics of artworks in various eras and cultures
- Students describe and place a variety of art objects in historical and cultural contexts
- Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
Grade 5-8 Visual Arts Standard 5

Content Standard
Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard
- Students compare multiple purposes for creating works of art
- Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

Grade 5-8 Visual Arts Standard 6

Content Standard
Making connections between visual arts and other disciplines

Achievement Standard
- Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts
Standards for the Performing and Visual Arts for Grades 9-12

Overview: What high school students should know and do in the arts

Overview
The standards in this section describe the cumulative skills and knowledge expected of students upon graduating high school. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex art works, and will provide more sophisticated responses to works of art. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

The standards establish "proficient" and "advanced" achievement standards for grades 9-12 in each discipline. The proficient level is intended for students who have completed courses of study involving relevant skills and knowledge in that discipline for one to two years beyond grade 8. The advanced level is intended for students who have completed courses of study involving relevant skills and knowledge in that discipline for three to four years beyond grade 8. Students at the advanced level are expected to achieve the standards established for the proficient as well as the advanced levels. Every student is expected to achieve the proficient level in at least one arts discipline by the time he or she graduates from high school.

Dance
High school students need to continue to dance and create dances in order to develop more highly their ability to communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. They also need to respect their bodies and to understand that dance is the product of intentional and intelligent physical actions. Continued development of movement skills and creative and critical thinking skills in dance is important regardless of whether students intend a dance career.

Technical expertise and artistic expression are enhanced through reflective practice, study, and evaluation of their own work and that of others. Because dance involves abstract images, students can develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. Education in dance, which has been an integral part of human history, is also important if students are to gain a broad cultural and historical perspective. Students examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Experience with dance of many cultures helps students to understand the cultural lives of others.

Music
The study of music contributes in important ways to the quality of every student’s life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while a knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.
Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

**Theater**

In grades 9-12, students view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding of personal issues and a broader worldview that includes global issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances and the place of that work and those events in history. Classroom work becomes more formalized with the advanced students participating in theatre, film, television, and electronic media productions.

**Visual Arts**

In grades 9-12, students extend their study of the visual arts. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions. They grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts. These standards provide a framework for that study in a way that promotes the maturing students' thinking, working, communicating, reasoning, and investigating skills. The standards also provide for their growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain this knowledge and these skills, they gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds.

The visual arts range from the folk arts, drawing, and painting, to sculpture and design, from architecture to film and video — and any of these can be used to help students meet the educational goals embodied in these standards. For example, graphic design (or any other field within the visual arts) can be used as the basis for creative activity, historical and cultural investigations, or analysis throughout the standards. The visual arts involve varied tools, techniques, and processes all of which also provide opportunities for working toward the standards. It is the responsibility of practitioners to choose from among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts. As they develop greater fluency in communicating in visual, oral, and written form, they must exhibit greater artistic competence through all of these avenues.

In grades 9-12, students develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills. Students understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work.

Students develop increasing abilities to pose insightful questions about contexts, processes, and criteria for evaluation. They use these questions to examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology. They can evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments. They can reflect on the nature of human involvement in art as a viewer, creator, and participant.

Students understand the relationships among art forms and between their own work and that of others. They are able to relate understandings about the historical and cultural contexts of art to situations in contemporary life. They have a broad and in-depth understanding of the meaning and import of the visual world in which they live.
Grade 9-12 Dance Standard 1

Content Standard
Identifying and demonstrating movement elements and skills in performing dance

Achievement Standard
- Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements
- Students identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions
- Students demonstrate rhythmic acuity
- Students create and perform combinations and variations in a broad dynamic range
- Students demonstrate projection while performing dance skills
- Students demonstrate the ability to remember extended movement sequences
  Advanced:
  - Students demonstrate a high level of consistency and reliability in performing technical skills
  - Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance
  - Students refine technique through self-evaluation and correction

Grade 9-12 Dance Standard 2

Content Standard
Understanding choreographic principles, processes, and structures

Achievement Standard
  Proficient:
  - Students use improvisation to generate movement for choreography
  - Students demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies
  - Students choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures
    Advanced:
    - Students demonstrate further development and refinement of the proficient skills to create a small group dance with coherence and aesthetic unity
    - Students accurately describe how a choreographer manipulated and developed the basic movement content in a dance

Grade 9-12 Dance Standard 3

Content Standard
Understanding dance as a way to create and communicate meaning

Achievement Standard
  Proficient:
  - Students formulate and answer questions about how movement choices communicate abstract ideas in dance
  - Students demonstrate understanding of how personal experience influences the interpretation of a dance
  - Students create a dance that effectively communicates a contemporary social theme
    Advanced:
    - Students examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives
    - Students compare and contrast how meaning is communicated in two of their own choreographic works
Grade 9-12 Dance Standard 4
Content Standard
Applying and demonstrating critical and creative thinking skills in dance

Achievement Standard

Proficient:
- Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions
- Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others
- Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?)

Advanced:
- Students discuss how skills developed in dance are applicable to a variety of careers
- Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet)
- Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance

Grade 9-12 Dance Standard 5
Content Standard
Demonstrating and understanding dance in various cultures and historical periods

Achievement Standard
Students perform and describe similarities and differences between two contemporary theatrical forms of dance

Proficient:
- Students perform or discuss the traditions and technique of a classical dance form (e.g., Balinese, ballet)
- Students create and answer twenty-five questions about dance and dancers prior to the twentieth century
- Students analyze how dance and dancers are portrayed in contemporary media

Advanced:
- Students create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts
- Students compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts

Grade 9-12 Dance Standard 6
Content Standard
Making connections between dance and healthful living

Achievement Standard

Proficient:
- Students reflect upon their own progress and personal growth during their study of dance
- Students effectively communicate how lifestyle choices affect the dancer
- Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media

Advanced:
- Students discuss challenges facing professional performers in maintaining healthy lifestyles
Grade 9-12 Dance Standard 7

Content Standard
Making connections between dance and other disciplines

Achievement Standard

Proficient:
- Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
- Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning
- Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project

Advanced:
- Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context
- Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)
Grade 9-12 Music Standard 1

Content Standard
Singing, alone and with others, a varied repertoire of music

Achievement Standard

Proficient:
- Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- Students sing music written in four parts, with and without accompaniment
- Students demonstrate well-developed ensemble skills

Advanced:
- Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- Students sing music written in more than four parts
- Students sing in small ensembles with one student on a part

Grade 9-12 Music Standard 2

Content Standard
Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard

Proficient:
- Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- Students perform in small ensembles with one student on a part

Advanced:
- Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

Grade 9-12 Music Standard 3

Content Standard
Improvising melodies, variations, and accompaniments

Achievement Standard

Proficient:
- Students improvise stylistically appropriate harmonizing parts
- Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Advanced:
- Students improvise stylistically appropriate harmonizing parts in a variety of styles
- Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality
Grade 9-12 Music Standard 4
Content Standard
Composing and arranging music within specified guidelines

Achievement Standard

Proficient:
- Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Advanced:
- Students compose music, demonstrating imagination and technical skill in applying the principles of composition

Grade 9-12 Music Standard 5
Content Standard
Reading and notating music

Achievement Standard

Proficient:
- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Advanced:
- 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
- Students interpret nonstandard notation symbols used by some 20th-century composers
- Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6
Grade 9-12 Music Standard 6

Content Standard
Listening to, analyzing, and describing music

Achievement Standard

Proficient:
• Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
• Students demonstrate extensive knowledge of the technical vocabulary of music
• Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Advanced:
• Students demonstrate the ability to perceive and remember music events by describing in detail significant events (e.g., fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example
• Students compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style
• Students analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

Grade 9-12 Music Standard 7

Content Standard
Evaluating music and music performances

Achievement Standard

Proficient:
• 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
• Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Advanced:
• Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions
Grade 9-12 Music Standard 8

Content Standard
Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard

Proficient:
- Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound)

Advanced:
- Students compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- Students explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (e.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers)

Grade 9-12 Music Standard 9

Content Standard
Understanding music in relation to history and culture

Achievement Standard

Proficient:
- Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them
- Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Advanced:
- Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences
Grade 9-12 Theater Standard 1

Content Standard
Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history

Achievement Standard
**Proficient:**
- Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience

**Advanced:**
- Students write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action

Grade 9-12 Theater Standard 2

Content Standard
Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

Achievement Standard
**Proficient:**
- Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media
- Students compare and demonstrate various classical and contemporary acting techniques and methods
- Students in an ensemble, create and sustain characters that communicate with audiences

**Advanced:**
- Students demonstrate artistic discipline to achieve an ensemble in rehearsal and performance
- Students create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions
Grade 9-12 Theater Standard 3
Content Standard
Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions

Achievement Standard
**Proficient:**
- Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup)
- Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements
- Students develop designs that use visual and aural elements to convey environments that clearly support the text
- Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup
- Students design coherent stage management, promotional, and business plans

**Advanced:**
- Students explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions
- Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions
- Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions
- Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions

Grade 9-12 Theater Standard 4
Content Standard
Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions

Achievement Standard
**Proficient:**
- Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting
- Students justify selections of text, interpretation, and visual and aural artistic choices
- Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes

**Advanced:**
- Students explain and compare the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions
- Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions
- Students conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals
Grade 9-12 Theater Standard 5

Content Standard
Researching by evaluating and synthesizing cultural and historical information to support artistic choices

Achievement Standard

Proficient:
- Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions

Advanced:
- Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions

Grade 9-12 Theater Standard 6

Content Standard
Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms

Achievement Standard

Proficient:
- Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts
- Students determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre
- Students illustrate the integration of several arts media in informal presentations

Advanced:
- Students compare the interpretive and expressive natures of several art forms in a specific culture or historical period
- Students compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art)
- Students integrate several arts and/or media in theatre, film, television, or electronic media productions
Grade 9-12 Theater Standard 7

Content Standard
Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

Achievement Standard

**Proficient:**
- Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues
- Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement
- Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices
- Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions

**Advanced:**
- Students construct personal meanings from nontraditional dramatic performances
- Students analyze, compare, and evaluate differing critiques of the same dramatic texts and performances
- Students critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese kabuki, and others)
- Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work

Grade 9-12 Theater Standard 8

Content Standard
Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present

Achievement Standard

**Proficient:**
- Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts
- Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods
- Students identify cultural and historical sources of American theatre and musical theatre
- Students analyze the effect of their own cultural experiences on their dramatic work

**Advanced:**
- Students analyze the social and aesthetic impact of underrepresented theatre and film artists
- Students analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods
- Students analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions
Grade 9-12 Visual Arts Standard 1

Content Standard
Understanding and applying media, techniques, and processes

Achievement Standard

Proficient:
- Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Advanced:
- Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

Grade 9-12 Visual Arts Standard 2

Content Standard
Using knowledge of structures and functions

Achievement Standard

Proficient:
- Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art
- Students evaluate the effectiveness of artworks in terms of organizational structures and functions
- Students create artworks that use organizational principles and functions to solve specific visual arts problems

Advanced:
- Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives
- Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

Grade 9-12 Visual Arts Standard 3

Content Standard
Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard

Proficient:
- Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life

Advanced:
- Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
- Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others
Grade 9-12 Visual Arts Standard 4
Content Standard
Understanding the visual arts in relation to history and cultures
Achievement Standard

Proficient:
- Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places
- Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making

Advanced:
- Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning

Grade 9-12 Visual Arts Standard 5
Content Standard
Reflecting upon and assessing the characteristics and merits of their work and the work of others
Achievement Standard

Proficient:
- Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works
- Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts
- Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Advanced:
- Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

Grade 9-12 Visual Arts Standard 6
Content Standard
Making connections between visual arts and other disciplines
Achievement Standard

Proficient:
- Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis
- Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences

Advanced:
- Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences