

THE ARTS CURRICULUM FRAMEWORK

**Connecticut State Department of Education
Division of Teaching and Learning
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NOTE: Portions of this framework are adapted with permission from *National Standards for Arts Education*, © 1994 by the Music Educators National Conference (MENC). The complete National Arts Standards and materials related to the standards are available from MENC, 1806 Robert Fulton Drive, Reston, VA 20191.

THE ARTS

By the end of Grade 12, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experience; and be prepared to apply their arts skills and understandings throughout their Lifetime.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) art works that express concepts, ideas and feelings in each art form;
- perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form;
- respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form;
- understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form;
- understand the importance of the arts in expressing and illuminating human experiences, beliefs and values;
- identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures;
- develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers;
- develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career;
- seek arts experiences and participate in the artistic life of the school and community; and
- understand the connections among the arts, other disciplines and daily life.

K - 12 CONTENT STANDARDS

Dance

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| 1 | Elements and Skills | Students will identify and perform movement elements and dance skills. |
| 2 | Choreography | Students will understand choreographic principles, processes and structures. |
| 3 | Meaning | Students will understand how dance creates and communicates meaning. |
| 4 | Thinking Skills | Students will apply analytical and evaluative thinking skills in dance. |
| 5 | History And Cultures | Students will demonstrate an understanding of dance in various cultures and historical periods. |
| 6 | Healthful Living | Students will make connections between dance and healthful living. |
| 7 | Connections | Students will make connections between dance, other disciplines and daily life. |

Music

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| 1 | Vocal | Students will sing, alone and with others, a varied repertoire of songs. |
| 2 | Instrumental | Students will play, alone and with others, a varied repertoire of instrumental music. |
| 3 | Improvisation | Students will improvise melodies, variations and accompaniments. |
| 4 | Composition | Students will compose and arrange music. |
| 5 | Notation | Students will read and notate music. |
| 6 | Analysis | Students will listen to, describe and analyze music. |
| 7 | Evaluation | Students will evaluate music and music performances. |

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| 8 | Connections | Students will make connections between music, other disciplines and daily life. |
| 9 | History And Cultures | Students will understand music in relation to history and culture. |

Theatre

["Theatre" includes live improvised and scripted work as well as film, television and other electronic media.]

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| 1 | Creating | Students will create theatre through improvising, writing and refining scripts. |
| 2 | Acting | Students will act by developing, communicating and sustaining characters. |
| 3 | Technical Production | Students will design and produce the technical elements of theatre through artistic interpretation and execution. |
| 4 | Directing | Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals. |
| 5 | Researching And Interpreting | Students will research, evaluate and apply cultural and historical information to make artistic choices. |
| 6 | Connections | Students will make connections between theatre, other disciplines and daily life. |
| 7 | Analysis, Criticism And Meaning | Students will analyze, critique and construct meanings from works of theatre. |
| 8 | History And Cultures | Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods. |

Visual Arts

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| 1 | Media | Students will understand, select and apply media, techniques and processes. |
| 2 | Elements And Principles | Students will understand and apply elements and organizational principles of art. |
| 3 | Content | Students will consider, select and apply a range of subject matter, symbols and ideas. |
| 4 | History And Cultures | Students will understand the visual arts in relation to history and cultures. |
| 5 | Analysis, Interpretation
And Evaluation | Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work. |
| 6 | Connections | Students will make connections between the visual arts, other disciplines and daily life. |

DANCE

CONTENT STANDARD 1: Elements And Skills

Students will identify and perform movement elements and dance skills.

K - 12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will ensure that students: • demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway); • demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning; • demonstrate understanding of spatial concepts through, for example: - shape-making at low, middle and high levels; - defining and maintaining personal space; and - demonstrating movements in straight and curved pathways; • demonstrate accuracy in moving to a musical beat and responding to changes in tempo; • identify and demonstrate basic dynamic contrasts (slow/quick, gentle/strong); (continued)	Educational experiences in Grades 5-8 will ensure that 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; • identify and demonstrate longer and more complex steps and patterns; • transfer a spatial pattern from the visual to the kinesthetic; • transfer a rhythmic pattern from sound to movement; • identify and demonstrate a range of dynamics/movement qualities; • demonstrate increasing kinesthetic awareness, concentration and focus in performing a range of movement skills; • memorize and reproduce movement sequences and dances; and (continued)	Educational experiences in Grades 9-12 will ensure that students: • demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination in locomotor and nonlocomotor movements with consistency and reliability; • identify and perform basic dance steps, positions and patterns for dance from two different styles or traditions, demonstrating clarity and stylistic accuracy; • use spatial awareness to heighten artistic expression; • demonstrate rhythmic acuity and musicality; • create and perform combinations and variations in a broad dynamic range; • perform dances confidently, communicating the artistic intention of the choreographer; (continued)
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CONTENT STANDARD 1: Elements And Skills
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K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will ensure that students:

- demonstrate kinesthetic awareness and concentration in performing movement skills;
- demonstrate accuracy in memorizing and reproducing simple movement phrases; and
- observe and describe the movement elements (action, space, dynamics) in a brief movement study.

Educational experiences in **Grades 5-8** will ensure that students:

- describe the movement elements observed in a dance, using appropriate movement/dance vocabulary.

Educational experiences in **Grades 9-12** will ensure that students:

- memorize and perform a varied repertoire of dances; and
- describe the characteristics of a particular choreographer's movement vocabulary.

CONTENT STANDARD 2: Choreography

Students will understand choreographic principles, processes and structures.

K - 12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will ensure that students: • use improvisation to discover and invent movement and to solve movement problems; • create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment, and identify each of these sequence parts; • create a dance phrase, repeat it, and then vary it (making changes in the time, space, and/or force/energy); • demonstrate the ability to work effectively alone and with a partner; • demonstrate the following partner skills: copying, leading and following, mirroring; • improvise, create and perform simple dances based on concepts suggested by the teacher and their own feelings and ideas; and • identify and describe the choreographic structure of their own dances in simple terms.	Educational experiences in Grades 5-8 will ensure that students: • use improvisation to generate movement for choreography; • create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax; • demonstrate successfully the structures or forms of AB, ABA, canon, call and response, and narrative; • demonstrate the ability to work cooperatively in pairs and small groups during the choreographic process; • demonstrate the following partner skills: creating contrasting and complementary shapes, taking and supporting weight, balance and counter-balance; and • describe and analyze the choreographic structure of dance viewed in class, in the theatre, or on video.	Educational experiences in Grades 9-12 will ensure that students: • use effectively a range of choreographic processes; • choreograph dances which effectively demonstrate a range of choreographic principles; • demonstrate understanding of structures or forms (such as theme and variation, rondo, round, structured improvisation and chance) through brief dance studies; • choreograph duets and small-group dances demonstrating an understanding of choreographic principles, processes and structures both in collaborative groups and as choreographer/director; • develop an idea independently from initial inception through to presentation for an audience; and • describe how a choreographer manipulated and developed the basic movement content in a dance.
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CONTENT STANDARD 3: Meaning

Students will understand how dance creates and communicates meaning.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures);
- take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theatre or on video; and
- present their own dances to peers and discuss their meanings with confidence.

Educational experiences in **Grades 5-8** will ensure that students:

- effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement;
- observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance;
- demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance; and
- explain the meaning of one of their own dances.

Educational experiences in **Grades 9-12** will ensure that students:

- formulate and answer questions about how movement choices communicate abstract ideas in dance;
- examine the ways in which a dance creates and conveys meaning by considering the dance from different cultural perspectives;
- compare and contrast how meaning is communicated in two of their own dances; and
- create a dance that effectively communicates a contemporary social theme or a topic of personal significance.

CONTENT STANDARD 4: Thinking Skills

Students will apply analytical and evaluative thinking skills in dance.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- explore, discover and realize multiple solutions to a given movement problem, choose their favorite solution and discuss the reasons for their choice;
- observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways; and
- demonstrate appropriate audience behavior in watching dance performances, and discuss their opinions about the dances with their peers in a supportive and constructive way.

Educational experiences in **Grades 5-8** will ensure that students:

- create a movement idea and demonstrate multiple interpretations, choose the most effective and discuss the reasons for their choice;
- 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); and
- identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast, clarity of idea).

Educational experiences in **Grades 9-12** will ensure that 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;
- establish a set of artistic criteria and apply it in evaluating their own work and that of others;
- compare the work of two contrasting choreographers using a given set of artistic criteria;
- analyze the style of a choreographer or cultural form, then create a dance study in that style and evaluate the results in discussion with peers; and
- formulate and answer their own aesthetic questions (such as: What is it that makes a particular dance that dance? What makes a successful dance successful?).

CONTENT STANDARD 5: History And Cultures

*Students will demonstrate an understanding of dance
in various cultures and historical periods.*

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- perform folk dances from various cultures with competence and confidence;
- perform a dance from a resource in their own community, and describe the cultural and/or historical context (how and why this dance is/was performed); and
- 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?).

Educational experiences in **Grades 5-8** will ensure that students:

- competently perform folk, traditional and/or classical dances from various cultures or time periods, and describe similarities and differences in steps and movement styles;
- competently perform folk, social and/or theatrical dances from a broad spectrum of 20th century America;
- learn from resources (such as people, books and videos) in their own community 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; and
- describe the role of dance in at least two different cultures or time periods.

Educational experiences in **Grades 9-12** will ensure that students:

- perform or discuss the traditions and technique of a classical dance form;
- perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms;
- create a time line illustrating important dance events in the 20th century;
- analyze historical and cultural images of the body in dance and compare these to contemporary images; and
- create and answer questions about dance and dancers prior to the 20th century.

CONTENT STANDARD 6: Healthful Living

Students will make connections between dance and healthful living.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- identify at least three personal goals to improve themselves as dancers;
- describe the skeleton and how it works in simple terms; and
- explain how healthful practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples.

Educational experiences in **Grades 5-8** will ensure that students:

- identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals;
- identify major muscle groups and how they work together to produce movement;
- create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes; and
- explain strategies to prevent dance injuries.

Educational experiences in **Grades 9-12** will ensure that students:

- reflect upon their own progress and personal growth during their study of dance;
- create and demonstrate movement sequences which stretch and strengthen the main muscle groups;
- analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media; and
- effectively communicate how lifestyle choices affect the dancer.

CONTENT STANDARD 7: Connections

Students will make connections between dance, other disciplines and daily life.

K - 12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will ensure that students: • create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science); • respond to a dance using another art form, and explain the connections between the dance and their response to it (for example, making a painting about a dance and describing the connections); and • video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance.	Educational experiences in Grades 5-8 will ensure that students: • cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern); • create a dance project that explores and expresses important ideas from another arts discipline (such as foreground and background, or color, in visual art); and • video record a dance produced in class, intensifying or changing the meaning of the dance through the recording process.	Educational experiences in Grades 9-12 will ensure that students: • create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines; • identify commonalties and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning; and • 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).
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MUSIC

CONTENT STANDARD 1: Vocal

Students will sing, alone and with others, a varied repertoire of songs.

K - 12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will ensure that students: • sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo; • sing expressively, with appropriate dynamics, phrasing and interpretation; • sing from memory a varied repertoire of songs representing genres and styles from diverse cultures; • sing ostinatos, partner songs and rounds; and • sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.	Educational experiences in Grades 5-8 will ensure that students: • sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles; • sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory; • sing music representing diverse genres and cultures, with expression appropriate for the work being performed; and • sing music written in two and three parts. • <i>Students who participate in a choral ensemble or class will, in addition,</i> sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.	Educational experiences in Grades 9-12 will ensure that students: • sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory; • sing ensemble music for up to four parts, with and without accompaniment; and • demonstrate well-developed ensemble skills.
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CONTENT STANDARD 2: Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

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

Educational experiences in **Grades 5-8** will ensure that students:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control;
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6;
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed; and
- play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Educational experiences in **Grades 9-12** will ensure that students:

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

(continued)

K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades 5-8** will ensure that students:

- *Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.*

CONTENT STANDARD 3: Improvisation

Students will improvise melodies, variations and accompaniments.

K - 12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will ensure that students: - improvise “answers” in the same style to given rhythmic and melodic phrases; - improvise simple rhythmic and melodic ostinato accompaniments; - improvise simple rhythmic variations and simple melodic embellishments on familiar melodies; and - improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.	Educational experiences in Grades 5-8 will ensure that students: - improvise simple harmonic accompaniments; - improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys; and - improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.	Educational experiences in Grades 9-12 will ensure that students: - improvise stylistically appropriate harmonizing parts; - improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys; and - improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.
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CONTENT STANDARD 4: Composition

Students will compose and arrange music.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- create and arrange music to accompany readings or dramatizations;
- create and arrange short songs and instrumental pieces within specified guidelines; and
- use a variety of sound sources when composing.

Educational experiences in **Grades 5-8** will ensure that students:

- compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;
- arrange simple pieces for voices or instruments other than those for which the pieces were written; and
- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Educational experiences in **Grades 9-12** will ensure that students:

- compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;
- 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; and
- compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

CONTENT STANDARD 5: Notation

Students will read and notate music.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

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

Educational experiences in **Grades 5-8** will ensure that 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;
- read at sight simple melodies in both the treble and bass clefs;
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression; and
- use standard notation to record their musical ideas and the musical ideas of others.
- *Students who participate in a performing ensemble or class will, in addition, sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.*

Educational experiences in **Grades 9-12** will ensure that 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; and
- sight-read, accurately and expressively, music with a difficulty level of 3, on a scale of 1 to 6.

CONTENT STANDARD 6: Analysis

Students will listen to, describe and analyze music.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- identify simple music forms when presented;
- demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures;
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;
- 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; and
- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Educational experiences in **Grades 5-8** will ensure that students:

- describe specific music events in a given aural example, using appropriate terminology;
- analyze the uses of elements of music in aural examples representing diverse genres and cultures; and
- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

Educational experiences in **Grades 9-12** will ensure that students:

- analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices;
- demonstrate extensive knowledge of the technical vocabulary of music; and
- 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.

CONTENT STANDARD 7: Evaluation

Students will evaluate music and music performances.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- devise criteria for evaluating performances and compositions; and
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Educational experiences in **Grades 5-8** will ensure that students:

- develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing; and
- 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.

Educational experiences in **Grades 9-12** will ensure that 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; and
- evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

CONTENT STANDARD 8: Connections

Students will make connections between music, other disciplines and daily life.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- identify similarities and differences in the meanings of common terms used in the various arts; and
- identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.

Educational experiences in **Grades 5-8** will ensure that students:

- compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art;
- describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated; and
- identify a variety of music-related careers.

Educational experiences in **Grades 9-12** will ensure that students:

- explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts, and cite examples;
- compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures;
- explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated; and
- apply music skills and understandings to solve problems relevant to a variety of careers.

CONTENT STANDARD 9: History and Cultures

Students will understand music in relation to history and culture.

K - 12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will ensure that students: • identify by genre or style aural examples of music from various historical periods and cultures; • describe in simple terms how elements of music are used in music examples from various cultures of the world; • identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use; • identify and describe roles of musicians in various music settings and cultures; and • demonstrate audience behavior appropriate for the context and style of music performed.	Educational experiences in Grades 5-8 will ensure that students: • describe distinguishing characteristics of representative music genres and styles from a variety of cultures; • 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; and • compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.	Educational experiences in Grades 9-12 will ensure that 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; • identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them; and • identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.
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THEATRE

CONTENT STANDARD 1: Creating

Students will create theatre through improvising, writing and refining scripts.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- collaborate to select inter-related characters, environments and situations for classroom dramatizations; and
- improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue.

Educational experiences in **Grades 5-8** will ensure that students:

- individually and in groups, develop characters, environments and actions that create tension and suspense; and
- refine and record dialogue and action.

Educational experiences in **Grades 9-12** will ensure that students:

- construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

CONTENT STANDARD 2: Acting

Students will act by developing, communicating and sustaining characters.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- imagine and clearly describe characters, their relationships and their environments;
- use variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters; and
- assume roles (based on personal experience and heritage, imagination, literature and history) in classroom dramatizations.

Educational experiences in **Grades 5-8** will ensure that students:

- analyze dramatic text to discover, articulate and justify character motivation;
- invent character behaviors based on the observation of interactions, ethical choices and emotional responses of people;
- use acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that reflect artistic choices; and
- in an ensemble, interact as the invented characters.

Educational experiences in **Grades 9-12** will ensure that students:

- analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genres and media;
- compare and demonstrate acting techniques and methods from a variety of periods and styles; and
- in an ensemble, create and sustain characters.

CONTENT STANDARD 3: Technical Production

Students will design and produce the technical elements of theatre through artistic interpretation and execution.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- design the playing space to communicate characters and action in specific locales; and
- collaborate to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup.

Educational experiences in **Grades 5-8** will ensure that students:

- describe and use the relationship among scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama;
- analyze improvised and scripted scenes for technical requirements;
- develop 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; and
- 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.

Educational experiences in **Grades 9-12** will ensure that students:

- explain the physical and chemical properties of the technical aspects of theatre, such as light, color, electricity, paint and makeup;
- analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
- develop designs that use visual and aural elements to convey environments that clearly support the text;
- apply technical skills and understandings, including scientific and technological advances, to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup; and
- design coherent stage management, promotional and business practices.

CONTENT STANDARD 4: Directing

Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations.

Educational experiences in **Grades 5-8** will ensure that students:

- demonstrate social, group and consensus skills by leading small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes.

Educational experiences in **Grades 9-12** will ensure that students:

- develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most appropriate;
- justify selection of text, interpretation and visual/aural choices; and
- effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

CONTENT STANDARD 5: Researching and Interpreting

Students will research, evaluate and apply cultural and historical information to make artistic choices.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- communicate information to peers about people, events, time and place related to classroom dramatizations.

Educational experiences in **Grades 5-8** will ensure that students:

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

Educational experiences in **Grades 9-12** will ensure that students:

- identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.

CONTENT STANDARD 6: Connections

Students will make connections between theatre, other disciplines and daily life.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- describe visual, aural, oral and kinetic elements in theatre, dance, music and visual arts;
- compare how ideas and emotions are expressed in theatre, dance, music and visual arts;
- select movement, music or visual elements to enhance the mood of a classroom dramatization;
- identify connections between theatre and other disciplines in the curriculum; and
- identify various careers available to theatre artists.

Educational experiences in **Grades 5-8** will ensure that students:

- describe characteristics and compare the presentation of characters, environments and actions in theatre, dance and visual arts;
- incorporate elements of dance, music and visual arts to express ideas and emotions in improvised and scripted scenes;
- express and compare personal reactions to several art forms;
- describe and compare the functions and interaction of performing artists, visual artists and audience members in theatre, dance, music and visual arts;
- describe ways in which the principles and subject matter of theater and other arts disciplines taught in school are inter-related;

Educational experiences in **Grades 9-12** will ensure that students:

- describe and compare the materials, elements and means of communicating in theatre, dance, music and the visual arts;
- determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre;
- illustrate the integration of arts media in informal or formal presentations;
- create and solve interdisciplinary problems using theatre; and
- explore career opportunities in theatre and theatre-related fields.

(continued)

K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades 5-8** will ensure that students:

- explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life; and
- explain the knowledge, skills and discipline needed to pursue careers and avocational opportunities in theatre.

CONTENT STANDARD 7: Analysis, Criticism and Meaning

Students will analyze, critique and construct meanings from works of theatre.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- identify and describe the visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances;
- explain how the wants and needs of characters are similar to and different from their own;
- articulate emotional responses to and explain personal preferences about whole dramatic performances as well as parts of those performances; and
- analyze classroom dramatizations and, using appropriate terminology, constructively suggest (1) alternative ideas for dramatizing roles, arranging environments and developing situations and (2) means of improving the collaborative processes of planning, playing, responding and evaluating.

Educational experiences in **Grades 5-8** will ensure that students:

- describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances;
- articulate and support the meanings constructed from dramatic performances;
- use articulated criteria to describe, analyze and constructively evaluate the effectiveness of artistic choices in dramatic performances; and
- describe and evaluate the effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes.

Educational experiences in **Grades 9-12** will ensure that students:

- construct social meanings from informal and formal productions from a variety of cultures and historical periods, and relate these to current personal, national and international issues;
- articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing artistic intent with the final performance;
- analyze and critique performances and constructively suggest alternative artistic choices; and
- constructively evaluate their own and others' collaborative efforts in informal and formal productions.

CONTENT STANDARD 8: History and Cultures

Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- identify and compare similar characters and situations in stories and dramas from and about various cultures, create classroom dramatizations based on these stories and dramas, and discuss how theatre reflects life; and
- identify and compare the various cultural settings and reasons for creating dramas and attending theatre.

Educational experiences in **Grades 5-8** will ensure that students:

- describe and compare universal characters and situations in dramas from and about various cultures and historical periods, create improvised and scripted scenes based on these universal characters and situations, and discuss how theatre reflects a culture;
- analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures; and
- explain how culture affects the content and design elements of dramatic performances.

Educational experiences in **Grades 9-12** will ensure that students:

- compare similar themes in drama from various cultures and historical periods, create informal and formal performances using these themes, and discuss how theatre can reveal universal concepts;
- identify and compare the lives, works and influence of representative theatre artists in various cultures and historical periods;
- identify cultural and historical sources of American theatre and musical theatre; and
- analyze the effect of their own cultural experiences on their dramatic work.

VISUAL ARTS

CONTENT STANDARD 1: Media

Students will understand, select and apply media, techniques and processes.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- differentiate between a variety of media, techniques and processes;
- describe how different media, techniques and processes cause different effects and personal responses;
- use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and
- use art media and tools in a safe and responsible manner.

Educational experiences in **Grades 5-8** will ensure that students:

- select media, techniques and processes to communicate ideas, reflect on their choices and analyze what makes them effective;
- improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (two-dimensional and three-dimensional, including media/technology); and
- use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.

Educational experiences in **Grades 9-12** will ensure that students:

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and
- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

CONTENT STANDARD 2: Elements and Principles

Students will understand and apply elements and organizational principles of art.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- identify the different ways visual characteristics are used to convey ideas;
- describe how different expressive features, and ways of organizing them, cause different responses; and
- use the elements of art and principles of design to communicate ideas.

Educational experiences in **Grades 5-8** will ensure that students:

- use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas;
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work; and
- select and use the elements of art and principles of design to improve communication of their ideas.

Educational experiences in **Grades 9-12** will ensure that students:

- judge the effectiveness of different ways of using visual characteristics in conveying ideas; and
- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.

CONTENT STANDARD 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- discuss a variety of sources for art content; and
- select and use subject matter, symbols and ideas to communicate meaning.

Educational experiences in **Grades 5-8** will ensure that students:

- consider, select from and apply a variety of sources for art content in order to communicate intended meaning; and
- consider and compare the sources for subject matter, symbols and ideas in their own and others' work.

Educational experiences in **Grades 9-12** will ensure that students:

- use, record and develop ideas for content over time; and
- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.

CONTENT STANDARD 4: History And Cultures

Students will understand the visual arts in relation to history and cultures.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- recognize that the visual arts have a history and a variety of cultural purposes and meanings;
- identify specific works of art as belonging to particular styles, cultures, times and places; and
- create art work that demonstrates understanding of how history or culture can influence visual art.

Educational experiences in **Grades 5-8** will ensure that students:

- know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists;
- describe and place a variety of specific significant art objects by artist, style and historical and cultural context; and
- analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.

Educational experiences in **Grades 9-12** will ensure that students:

- analyze and interpret art works in terms of form, cultural and historical context, and purpose;
- analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning; and
- compare works of art to one another in terms of history, aesthetics and culture; justify conclusions made and use these conclusions to inform their own art making.

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

K - 12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will ensure that students: • identify various purposes for creating works of art; • describe visual characteristics of works of art using visual art terminology; • recognize that there are different responses to specific works of art; • describe their personal responses to specific works of art using visual art terminology; and • identify possible improvements in the process of creating their own work.	Educational experiences in Grades 5-8 will ensure that students: • compare and contrast purposes for creating works of art; • describe and analyze visual characteristics of works of art using visual art terminology; • compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures; • describe their own responses to, and interpretations of, specific works of art; • reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content); and • describe/analyze their own artistic growth over time in relation to specific criteria.	Educational experiences in Grades 9-12 will ensure that students: • research and analyze historic meaning and purpose in varied works of art; • reflect critically on various interpretations to better understand specific works of art; • defend personal interpretations using reasoned argument; and • apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.
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CONTENT STANDARD 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will ensure that students:

- identify connections between characteristics of the visual arts and other arts disciplines;
- identify connections between the visual arts and other disciplines in the curriculum;
- describe how the visual arts are combined with other arts in multimedia work;
- demonstrate understanding of how the visual arts are used in the world around us; and
- recognize that works of visual art are produced by artisans and artists working in different cultures, times and places.

Educational experiences in **Grades 5-8** will ensure that students:

- compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context;
- describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are inter-related;
- combine the visual arts with another art form to create coherent multimedia work;
- apply visual arts knowledge and skills to solve problems common in daily life; and
- identify various careers that are available to artists.

Educational experiences in **Grades 9-12** will ensure that students:

- analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style;
- compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;
- create and solve interdisciplinary problems using multimedia; and
- apply visual arts skills and understandings to solve problems relevant to a variety of careers.

