

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
 Enduring Understanding: Creative thinkers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
 Essential Questions: Where do choreographers get ideas for dances?
 Learning Objectives: Students will be able to:

Antonio Sandoz: I generate and conceptualize artistic ideas and work. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for a artistic expression. Essential Question(s): Where do choreographers get ideas for dances?

CREATING

CR	DANCE I	DANCE II	DANCE III	DANCE IV	DANCE V	DANCE VI	DANCE VII	DANCE VIII	HS-Content Standard DANCE.II	HS-Advanced Content Standard DANCE.III	CR	
a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).	a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.	a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.	a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).	a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, literary forms, personal experience/recall, current news or social events).	a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.	a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.	a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
b. Find a different way to do several basic locomotor and non-locomotor movements.	b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	b. Combine a variety of movements while manipulating the elements of dance.	b. Explore a given movement problem. Select and demonstrate a solution.	b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.	b. Construct and solve multiple movement problems to develop choreographic content.	b. Explore various movement vocabularies to transfer ideas into choreography.	b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.	b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to justify choices made in movement development to communicate intent.	b. Experiment with the elements of dance to explore personal movement preferences and strengths, and selected movements that challenge skills and build on strengths in an original dance study or dance.	b. Apply personal preferences and strengths with the movement vocabulary of several dance styles to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.	b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.
Explore											Explore	

Page 1, Dance
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Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?												
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
DA.C3.A.1	DA.C3.A.1	DA.C3.A.1	DA.C3.A.2	DA.C3.A.3	DA.C3.A.4	DA.C3.A.5	DA.C3.A.6	DA.C3.A.7	DA.C3.A.8	DA.C3.A.1	DA.C3.A.1	DA.C3.A.1
a. Respond to suggestions for changing movement through guided improvisational experiences.	a. Apply suggestions for changing movement through guided improvisational experiences.	a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.	a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.	a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.	a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.	a. Revise choreography independently or collaboratively based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic devices, dance structures, and self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
b. Identify parts of the body and document a body shape or position by drawing a picture	b. Depict a dance movement by drawing a picture or using a symbol.	b. Depict several different types of movements of a picture or using a symbol (for example, jump, turn, slide, bend, reach).	b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).	b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).	b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	b. Experiment with aspects of a recognized system to document a dance sequence by using words, symbols, or media technologies.	b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.	b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).	b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).
Revise												Revise

[illegible]

Express												
a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.	a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.	a. Demonstrate and non-locomotor movements that change body shapes, levels, and feelings. Move in straight, curved and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.	a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, levels, and feelings. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.	a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.	a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes in space. Convert inward focus to outward focus for projecting out to far space.	a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns through focus in space. Maintain focus with partner or group in near and far space.	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.	a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a. Moderate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
b. Identify speed of tempo as fast or slow. Move to varied rhythmic sounds at different tempi.	b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.	b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in dupe and triple meter. Correlate metric phrasing with movement phrasing.	b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between "in time" and "out of time" to metric phrasing with movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.	b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.	b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.	b. Use combinations of sudden and sustained timing as it relates to both the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.	b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	b. Analyze and select breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.	b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b. Perform dance compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment."	b. Moderate time factors for artistic interest and expressive clarity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.
Express												

c. Identify and move body parts and repeat movements upon request.	c. Move body parts in relation to other body parts and repeat and recall movements upon request.	c. Modify movements and spatial arrangements upon request.	c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.	c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.	c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.	c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.	c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.	c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).	c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document improvement over time (for example, journaling, portfolio, or timeline).	c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.	c. Plan and execute collaborative and independent practice processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.	c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.
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NATIONAL CORE ARTS STANDARDS

Performing											
Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that creates and amplifies artistic expression. Essential Question(s): How does audience behavior, which in public performance?											
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
DA.PS.1.1	DA.PS.1.2	DA.PS.1.3	DA.PS.1.4	DA.PS.1.5	DA.PS.1.6	DA.PS.1.7	DA.PS.1.8	DA.PS.1.9	DA.PS.1.10	DA.PS.1.11	DA.PS.1.12
Present											
a. Dance for others in a designated area or space.	b. Dance for others in a designated space.	a. Dance for others in a space where audience and performer occupy different areas.	b. Dance for others in a space where audience and performer occupy different areas.	a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).	a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.	a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.	a. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.	a. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.	a. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.
b. Use a simple prop as part of a dance.	b. Select a prop to use as part of a dance.	b. Explore the use of simple props to enhance performance.	b. Use limited production elements (for example, hand props, simple scenery, or media projections).	b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using terminology, explain how the production elements would be handled in different situations.	b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.	b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.	b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.
Present											
Performing											

NATIONAL CORE ARTS STANDARDS

Dance

Anchor Standard 7: Perceive and analyze artistic work												
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning												
Essential Question(s): How is dance understood?												
Responding	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	Responding
<p>a. Identify a movement in a dance by repeating it.</p>	<p>a. Find a movement that repeats in a dance.</p>	<p>a. Find a movement that repeats in a dance to make a pattern.</p>	<p>a. Find movements in a dance that develop a pattern.</p>	<p>a. Find a movement pattern that creates a movement phrase in a dance work.</p>	<p>a. Find meaning or patterns of movement in a dance work.</p>	<p>a. Describe or demonstrate recurring patterns of movement and their relationships in dance.</p>	<p>a. Compare, contrast, and discuss patterns of movement and their relationships in dance.</p>	<p>a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.</p>	<p>a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p>	<p>a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.</p>	<p>a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships of movement and their relationships create well-structured and meaningful choreography.</p>	<p>Analyze</p>
<p>b. Demonstrate an observed or performed dance movement.</p>	<p>b. Demonstrate or describe observed or performed dance movements</p>	<p>b. Demonstrate and describe observed or performed dance movements from a specific genre or culture</p>	<p>b. Demonstrate and describe movements in dances from different genres or cultures.</p>	<p>b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.</p>	<p>b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p>	<p>b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p>	<p>b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>	<p>b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.</p>	<p>b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<p>b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>

Dance

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.											
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.											
Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?											
Connecting	Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient
	DA-CO-10-PK	DA-CO-10-K	DA-CO-10-1	DA-CO-10-2	DA-CO-10-3	DA-CO-10-4	DA-CO-10-5	DA-CO-10-6	DA-CO-10-7	DA-CO-10-8	DA-CO-10-11
	a. Recognize an emotion expressed in dance movement that is watched or performed	a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.	a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.	a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express or different.	a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, ideas or perspectives.	a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.	a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.	a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how connections to the development of one's personal perspectives.	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.	a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
Synthesize	b. Observe a dance work. Identify and illustrate a movement from the dance, and ask a question about the dance.	b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.	b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.	b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.	b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.	b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.	b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study communicates the idea and discuss how the learning process is similar to, or different from, other learning situations.	b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.	b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.	b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.	b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.
Synthesize	b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.	b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.									
Connecting	HS Accomplished	HS Advanced									
	DA-CO-10-10	DA-CO-10-11									

Connecting									
Anchor Standard 1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding									
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community context.									
Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?									
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
a. Show a dance movement experienced at home or elsewhere.	a. Describe or demonstrate the movements in a dance that was watched or performed.	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain movements communicate about key aspects of the culture, society, or community.	a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	a. Compare, contrast, and discuss dances performed by people in various communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.	a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between the peoples from which the dances originate.
Relate									
a. Analyze dances from several genres or styles, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.									
a. Analyze dances from several genres or styles, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.									
Relate									
Connecting									
Pre-K									
Kindergarten									
1st									
2nd									
3rd									
4th									
5th									
6th									
7th									
8th									
HS Proficient									
HS Accomplished									
HS Advanced									
Connecting									

CREATING													
Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. Essential Question(s): What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?													
P/E/K (MA-C3.1.PK)	Kindergarten (MA-C3.1.K)	1 st (MA-C3.1.1)	2 nd (MA-C3.1.2)	3 rd (MA-C3.1.3)	4 th (MA-C3.1.4)	5 th (MA-C3.1.5)	6 th (MA-C3.1.6)	7 th (MA-C3.1.7)	8 th (MA-C3.1.8)	HS Proficient (MA-C3.1.I)	HS Accomplished (MA-C3.1.II)	HS Advanced (MA-C3.1.III)	CREATING
Construct	a. Make and capture media arts content, freely and in guided practice, in media arts productions.	a. Form and capture media arts content for expression and meaning in media arts productions.	a. Create, capture, and assemble media arts content for productions, identifying basic principles, such as pattern and repetition.	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.	a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.	a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.	a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.	a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.	a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.	a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.	a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.
	b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	b. Make changes to the content, form, or presentation of media artworks and share results.	b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	b. Text and describe expressive effects in altering, refining, and completing media artworks.	b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.	b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.	b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive elements, to reflect an understanding of purpose, audience, and place.	b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.	b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.
	Construct												

NATIONAL CORE ARTS STANDARDS

Media Arts

Media Arts														
Anchor Standard 3: Select, analyze, and interpret artistic work for presentation.														
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.														
Essential Question 1: How are complex media arts experiences constructed?														
PRODUCTION	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
	MA.PA.1.1	MA.PA.1.2	MA.PA.1.3	MA.PA.1.4	MA.PA.1.5	MA.PA.1.6	MA.PA.1.7	MA.PA.1.8	MA.PA.1.9	MA.PA.1.10	MA.PA.1.11	MA.PA.1.12		
Integrate	With guidance, combine different forms and content, such as image and sound, to form media artworks.	With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	Combine varied academic, arts, and media content in media artworks, such as an illustrated story.	Practice combining varied academic, arts, and media content into unified media artworks, such as animation.	Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.	Create media artworks through the integration of multiple contents and forms, such as a media broadcast.	Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.	Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.	Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.	Integrate

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.									
Enduring Understanding: Media artists require a range of skills and abilities to create and produce products within and through media arts productions.									
Essential Question (s): What skills are required to creating effective media artworks and how do they improve? How do creativity and innovation drive development within and through media arts productions? How do media artists use various tools and techniques?									
Practices	MA.5.1.10	MA.5.1.11	MA.5.1.12	MA.5.1.13	MA.5.1.14	MA.5.1.15	MA.5.1.16	MA.5.1.17	MA.5.1.18
Producing	MA.5.1.10	MA.5.1.11	MA.5.1.12	MA.5.1.13	MA.5.1.14	MA.5.1.15	MA.5.1.16	MA.5.1.17	MA.5.1.18

Practice	a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.	a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.	a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.	a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.	a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, self-production, self-initiative, and problem-solving.	a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.	a. Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.	a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.	a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
Practice	b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.	b. Identify and demonstrate creative skills, such as performing, within media arts productions.	b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.	b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.	b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.	b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.	b. Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.	b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.	b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.	b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.	b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.	b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
Practice	c. Use media arts creation tools freely and in guided practice.	c. Practice, discover, and share how media arts creation tools work.	c. Experiment with ways to use tools and techniques to construct media artworks.	c. Demonstrate and explore identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.	c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	c. Demonstrate adaptability using tools and techniques content in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.	c. Demonstrate the skillful adaptation and combination of tools, styles, and systems in standard, innovative, and experimental ways in the production of a variety of media artworks.	c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.	

NATIONAL CORE ARTS STANDARDS

PRODUCING												
Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Media artists purposefully present roles and distribute media artworks for various audiences. Essential Question(s): How do time, place, audience, and context affect meaning conveyed by media artworks? How can presenting of sharing media artworks in a public format reach a media artist's aim and grow?												
MA.PS.1.K (MA.PS.1.K)	MA.PS.1.1 (MA.PS.1.1)	MA.PS.1.2 (MA.PS.1.2)	MA.PS.1.3 (MA.PS.1.3)	MA.PS.1.4 (MA.PS.1.4)	MA.PS.1.5 (MA.PS.1.5)	MA.PS.1.6 (MA.PS.1.6)	MA.PS.1.7 (MA.PS.1.7)	MA.PS.1.8 (MA.PS.1.8)	MA.PS.1.9 (MA.PS.1.9)	MA.PS.1.10 (MA.PS.1.10)	MA.PS.1.11 (MA.PS.1.11)	MA.PS.1.12 (MA.PS.1.12)
Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
a. With guidance, identify roles and discuss the situation for presenting media artworks.	a. With guidance, identify and share roles and the situation in presenting media artworks.	a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.	a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.	a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.	a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.	a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.	a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.	a. Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.	a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.
b. With guidance, share reactions to the presentation of media artworks.	b. With guidance, identify and share reactions to the presentation of media artworks.	b. With guidance, discuss the experience of the results of presenting media artworks.	b. Identify and describe the experience and share results of presenting media artworks.	b. Identify and describe the experience, and improvements for presenting media artworks.	b. Explain results of presenting media artworks.	b. Compare results of presenting media artworks.	b. Analyze results of presenting media artworks.	b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth and external effects.	b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.	b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.	b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.
PRODUCING												

NATIONAL CORE ARTS STANDARDS

Media Arts

Anchor Standard 7: Perceive and analyze artistic work												
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.												
Essential Question(s): How do we read media artworks and assess their relational components? How do media artworks function to convey meaning and manage audience experience?												
PERK	1	2	3	4	5	6	7	8	9	10	11	12
MA.RE.7.A.1	MA.RE.7.A.2	MA.RE.7.A.3	MA.RE.7.A.4	MA.RE.7.A.5	MA.RE.7.A.6	MA.RE.7.A.7	MA.RE.7.A.8	MA.RE.7.A.9	MA.RE.7.A.10	MA.RE.7.A.11	MA.RE.7.A.12	MA.RE.7.A.13
a. With guidance, explore and discuss components and messages in a variety of media artworks.	a. Recognize and share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify and describe the components and messages in media artworks.	a. Identify and describe how messages are created by components in media artworks.	a. Identify, describe, and explain how messages are created by components in media artworks.	a. Identify, describe, and differentiate how messages and meaning are created by components in media artworks.	a. Identify, describe, and analyze how messages and meaning are created by components in media artworks.	a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.	a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.	a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.	a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.	a. Analyze and synthesize the qualities and relationships of the components and the impact of the artworks on audience perception.
b. With guidance, explore media artworks and discuss experiences.	b. Recognize and share how a variety of media artworks create different experiences.	b. With guidance, identify how a variety of media artworks create different experiences.	b. Identify and describe how a variety of media artworks create different experiences.	b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.	b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.	b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.	b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

NATIONAL CORE ARTS STANDARDS

[illegible]

NATIONAL CORE ARTS STANDARDS

Media Arts

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art												
Enduring Understanding: Media artworks synthesize meaning and form; cultural experience												
Essential Question 1: How do we relate knowledge and experience to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?												
Level	Kindergarten	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
MA.01.10.1	MA.01.10.2	MA.01.10.3	MA.01.10.4	MA.01.10.5	MA.01.10.6	MA.01.10.7	MA.01.10.8	MA.01.10.9	MA.01.10.10	MA.01.10.11	MA.01.10.12	MA.01.10.13
Synthesize	a. Use personal experiences in making media artworks.	a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, and models in creating media artworks.	a. Use personal experiences, interests, information, and models in creating media artworks.	a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	a. Access and use internal and external resources to create media artworks, such as interests, knowledge, experiences, and research.	a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.	a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as experiences, interest, research, and exemplary works.	a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.	a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.	a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
	b. With guidance, share experiences of media artworks.	b. Share memorable experiences of media artworks.	b. Share meaningful experiences of media artworks.	b. Discuss experiences of media artworks, describing their meaning and purpose.	b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.	b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.	b. Examine and show how media artworks form meanings, situations, and cultural events.	b. Explain and show how media artworks form new meanings, cultural experiences, such as historical events.	b. Explain and show how media artworks form new meanings, knowledge, and situations, and create cultural experiences, such as learning, and new information.	b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.	b. Explain and demonstrate the use of media artworks to synthesize new knowledge and form connections between themes and ideas, local and global networks, and personal influence.
Synthesize												
b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.												

Connecting										Relate										Connecting																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Anchor: Standard 11: Relate artistic ideas and work with society, cultural, and historical context to deepen understanding. Enduring Understandings: Media artworks and ideas are better understood and provided for their purposes, values, and various contexts. Essential Questions: How does media arts relate to its societal contexts, purposes, and values? How does media arts relate to its values and ethics? How does media arts relate to its history and culture?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
Pre-K MA.O10.1.1 MA.O10.1.2 MA.O10.1.3 MA.O10.1.4 MA.O10.1.5 MA.O10.1.6 MA.O10.1.7 MA.O10.1.8 MA.O10.1.9 MA.O10.1.10 MA.O10.1.11 MA.O10.1.12 MA.O10.1.13 MA.O10.1.14 MA.O10.1.15 MA.O10.1.16 MA.O10.1.17 MA.O10.1.18 MA.O10.1.19 MA.O10.1.20										K-5 MA.O10.1.1 MA.O10.1.2 MA.O10.1.3 MA.O10.1.4 MA.O10.1.5 MA.O10.1.6 MA.O10.1.7 MA.O10.1.8 MA.O10.1.9 MA.O10.1.10 MA.O10.1.11 MA.O10.1.12 MA.O10.1.13 MA.O10.1.14 MA.O10.1.15 MA.O10.1.16 MA.O10.1.17 MA.O10.1.18 MA.O10.1.19 MA.O10.1.20										6-8 MA.O10.1.1 MA.O10.1.2 MA.O10.1.3 MA.O10.1.4 MA.O10.1.5 MA.O10.1.6 MA.O10.1.7 MA.O10.1.8 MA.O10.1.9 MA.O10.1.10 MA.O10.1.11 MA.O10.1.12 MA.O10.1.13 MA.O10.1.14 MA.O10.1.15 MA.O10.1.16 MA.O10.1.17 MA.O10.1.18 MA.O10.1.19 MA.O10.1.20										9-12 MA.O10.1.1 MA.O10.1.2 MA.O10.1.3 MA.O10.1.4 MA.O10.1.5 MA.O10.1.6 MA.O10.1.7 MA.O10.1.8 MA.O10.1.9 MA.O10.1.10 MA.O10.1.11 MA.O10.1.12 MA.O10.1.13 MA.O10.1.14 MA.O10.1.15 MA.O10.1.16 MA.O10.1.17 MA.O10.1.18 MA.O10.1.19 MA.O10.1.20																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.										a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.										a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.										a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.										a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.										a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.										a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.										a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.										a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.										a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social, trends, power, equality, and personal/cultural identity.										a. Examine in depth and demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, such as social, system, propaganda, and truth.										a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
b. With guidance, interact safely and appropriately with media arts tools and environments.										b. With guidance, interact safely and appropriately with media arts tools and environments, considering safety, rules, and fairness.										b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.										b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.										b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.										b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.										b. Analyze and interact appropriately with media arts tools and environments, considering fair use, media literacy, and social media.										b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, social media, literacy, and virtual worlds.										b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, social media, literacy, and digital identity.										b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, social media, literacy, and digital identity.										b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Music												
CREATING												
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?												
Pre-K	Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS Proficient	HS Accomplished	HS Advanced
(MUS.CA.1.PK)	(MUS.CA.1.K)	(MUS.CA.1.1)	(MUS.CA.1.2)	(MUS.CA.1.3)	(MUS.CA.1.4)	(MUS.CA.1.5)	(MUS.CA.1.6)	(MUS.CA.1.7)	(MUS.CA.1.8)			
Imagine												
a. With substantial guidance, explore and experience a variety of music.	Ka. With guidance, explore and experience music concepts (such as beat and melodic contour).	a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or ABA and variation forms that convey expressive intent.	a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.			
Imagine												
	b. With guidance, generate musical ideas (such as movements or motives).	b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within specific related tonalities (such as major and minor) and meters.	b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.						
Imagine												

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question 5: When is creative work ready to share?

Pre-K (MU.CA1.PK)	K-1 (MU.CA1.K)	1 st (MU.CA1.1)	2 nd (MU.CA1.2)	3 rd (MU.CA1.3)	4 th (MU.CA1.4)	5 th (MU.CA1.5)	6 th (MU.CA1.6)	7 th (MU.CA1.7)	8 th (MU.CA1.8)	HS Proficient	HS Accomplished	HS Advanced
Present	a With substantial guidance, share revised personal musical ideas with peers.	a With guidance, demonstrate a final version of personal musical ideas to peers.	a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Present the final version of personal created music to others, and describe connection to expressive intent.	a Present the final version of personal created music to others, and explain connection to expressive intent.	a Present the final version of personal documented composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	a Present the final version of their personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	a Present the final version of their personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.			

NATIONAL CORE ARTS STANDARDS

Anchor Standard 6: Convey meaning through the presentation of artistic work										PERFORMING		
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture. (Essential Questions) When is a performance judged ready to present? How do context and the manner in which music work is presented influence audience response?												
	1	2	3	4	5	6	7	8	9			
	(MUS.1.1)	(MUS.1.2)	(MUS.1.3)	(MUS.1.4)	(MUS.1.5)	(MUS.1.6)	(MUS.1.7)	(MUS.1.8)	(MUS.1.9)			
PERFORMING	a With substantial guidance, perform music with expression.	a With guidance, perform music with expression.	a With limited guidance, perform music for a specific purpose with expression.	a Perform music for a specific purpose with expression and technical accuracy.	a Perform music with others, with expression and technical accuracy, and appropriate interpretation.	a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	a Perform the music with technical accuracy to convey the creator's intent.	a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.	a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	AS Proficient	AS Accomplished	AS Advanced
Present	b With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	b Perform appropriately for the audience.	b Perform appropriately for the audience and purpose.	b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.	Present	PERFORMING	

NATIONAL CORE ARTS STANDARDS

Music - Traditional and Emerging Ensembles Strand

Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?					
CREATING		Intermediate		HS Proficient	
Novice		Intermediate		HS Proficient	
Imagine	MU-C1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	MU-C1.1.E.8a Compose and improvise ideas for melodic and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.		MU-C1.1.E.1a Compose and improvise ideas for melodic, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.	
	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative notions are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?	MU-C1.1.E.1a Compose and improvise ideas for melodic, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.		MU-C1.1.E.1a Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.	
CREATING		Intermediate		HS Proficient	
Novice		Intermediate		HS Proficient	
Plan and Make	MU-C2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU-C2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.		MU-C2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	
	MU-C2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.	MU-C2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.		MU-C2.1.E.1b Preserve draft compositions and improvisations through standard notation, audio, or video recording.	
CREATING		Intermediate		HS Proficient	
Novice		Intermediate		HS Proficient	
Evaluate and Refine	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?	MU-C3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		MU-C3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	
	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question(s): When is creative work ready to share?	MU-C3.1.E.1a Evaluate and refine draft compositions, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.		MU-C3.1.E.1a Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	
CREATING		Intermediate		HS Proficient	
Novice		Intermediate		HS Proficient	
Present	MU-C3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristic(s) of music or texts studied in rehearsal.	MU-C3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristic(s) of music or texts studied in rehearsal.		MU-C3.2.E.1a Share personally-developed melodic, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.	
		MU-C3.2.E.1a Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.		MU-C3.2.E.1a Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.	

NATIONAL CORE ARTS STANDARDS

Music - Traditional and Emerging Ensembles Strand

Anchor Standard 4: Select, analyze, and interpret artistic works for presentation						
Enduring Understanding: Performers invest in and grow knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire						
Essential Question(s): How do performers select repertoire?						
PERFORMING	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Select	MU-P4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	MU-P4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.	MU-P4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	MU-P4.1.E.1a Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	MU-P4.1.E.1a Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	
	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music, provides insight into their intent and informs performance	Essential Question(s): How does understanding the structure and context of musical works inform performance?				
ANALYZE	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU-P4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	MU-P4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.	MU-P4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical aspects of musical works impact and inform prepared or improvised performances.	MU-P4.2.E.1a Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.	MU-P4.2.E.1a Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.	
	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent	Essential Question(s): How do performers interpret musical works?				
INTERPRET	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU-P4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	MU-P4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	MU-P4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	MU-P4.3.E.1a Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.	MU-P4.3.E.1a Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.	
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performances over time through openness to new ideas, resources, and the application of appropriate criteria	Essential Question(s): How do musicians improve the quality of their performance?			
PERFORMING	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Rehearse, Evaluate and Refine	MU-P5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	MU-P5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	MU-P5.1.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	MU-P5.1.E.1a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	MU-P5.1.E.1a Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	
	Rehearse, Evaluate and Refine					

NATIONAL CORE ARTS STANDARDS

NATIONAL CORE ARTS STANDARDS

PERFORMING					
Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Music can judge performance based on criteria that vary across time, place, and culture. Essential Question(s): When is a performance judged ready to present? How do criteria and character in which music work is presented influence audience response?					
Novice		Intermediate		HS/Proficient	
Present	MU:Pf6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	MU:Pf6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	MU:Pf6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	MU:Pf6.1.E.1a Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	MU:Pf6.1.E.1a Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	MU:Pf6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.	MU:Pf6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.	MU:Pf6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	MU:Pf6.1.E.1b Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	MU:Pf6.1.E.1b Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
Present					

Music - Traditional and Emerging Ensembles Strand

Anchor Standard 7: Perceive and Analyze artistic work					
Enduring Understanding: Individual selection of musical works is influenced by their interests, experiences, understanding, and purposes. Essential Question(s): How do individuals choose music to experience?					
RESPONDING					
Novice					
Select	MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	MU:Re7.1.E.1a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	MU:Re7.1.E.1a Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.
	Enduring Understanding: Individual selection of musical works is influenced by their interests, experiences, understanding, and purposes. Essential Question(s): How do individuals choose music to experience?				
Intermediate					
Novice					
Analyze	MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.	MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	MU:Re7.2.E.1a Explain how the analysis of structures and contexts inform the response to music.	MU:Re7.2.E.1a Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through the use of elements and structures of music, creators and performers provide clues to their intended meaning. Essential Question(s): How do we discern the musical creators and performers' intended meaning?				
Intermediate					
Novice					
Interpret	MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text, and personal research.	MU:Re8.1.E.1a Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text, and varied researched sources.	MU:Re8.1.E.1a Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria. Essential Question(s): How do we judge the quality of musical works and performances?				
RESPONDING					
Novice					
Evaluate	MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	MU:Re9.1.E.1a Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.	MU:Re9.1.E.1a Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.	MU:Re9.1.E.1a Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
Intermediate					
Novice					
Evaluate					

NATIONAL CORE ARTS STANDARDS

Music - Traditional and Emerging Ensembles Strand

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art				
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to create, performing, and responding.				
Essential Question(s): How do musicians make meaningful connections to create, performing, and responding?				
NOVICE				
INTERMEDIATE				
HS/PROFICIENT				
HS/ACCOMPLISHED				
HS/ADVANCED				
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding to music.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding to music.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding to music.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding to music.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding to music.
Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
NOVICE				
INTERMEDIATE				
HS/PROFICIENT				
HS/ACCOMPLISHED				
HS/ADVANCED				
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Music - Harmonizing Instruments Strand

CREATING					
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?					
Imagine	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:CR.1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	MU:CR.1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	MU:CR.1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:CR.1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	MU:CR.1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?				
CREATING					
Plan and Make	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:CR.2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	MU:CR.2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	MU:CR.2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:CR.2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	MU:CR.2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?				
CREATING					
Evaluate and Refine	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:CR.3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	MU:CR.3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	MU:CR.3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:CR.3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	MU:CR.3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.
	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question(s): When is creative work ready to share?				
Present					
Present	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	MU:CR.3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	MU:CR.3.2.H.8a Share final versions of melodies created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	MU:CR.3.2.H.1a Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	MU:CR.3.2.H.1a Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	MU:CR.3.2.H.1a Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

NATIONAL CORE ARTS STANDARDS

Music - Harmonizing Instruments Strand

PERFORMING					
Anchor Standard 4: select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' mastery and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?					
NOVICE		INTERMEDIATE		HS PROFICIENT	
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	MU:Pr4.1.H.8a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments is selected, based on personal interest, music reading skills, and technical skill (taking technical challenges that need to be addressed), as well as the context of the performances.	MU:Pr4.1.H.1a Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as <i>overtone</i> , <i>country</i> and <i>gallop strumming</i> , <i>finger picking patterns</i>).	MU:Pr4.1.H.1la Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of styles.	MU:Pr4.1.H.1lla Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
	Enduring Understanding: Analyzing creative context and how they manipulate elements of music, provides insight into their well-informed and informed performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?	Enduring Understanding: Analyzing creative context and how they manipulate elements of music, provides insight into their well-informed and informed performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?	Enduring Understanding: Analyzing creative context and how they manipulate elements of music, provides insight into their well-informed and informed performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?	Enduring Understanding: Analyzing creative context and how they manipulate elements of music, provides insight into their well-informed and informed performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?	Enduring Understanding: Analyzing creative context and how they manipulate elements of music, provides insight into their well-informed and informed performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?
NOVICE		INTERMEDIATE		HS PROFICIENT	
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments selected for performance, including at least some based on reading standard notation.	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments selected for performance, including at least some based on reading standard notation.	MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as <i>overtone</i> , <i>country</i> and <i>gallop strumming</i> , <i>finger picking patterns</i>).	MU:Pr4.2.H.1la Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of styles.	MU:Pr4.2.H.1lla Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music selected for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?
NOVICE		INTERMEDIATE		HS PROFICIENT	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and choral accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and choral accompaniments.	MU:Pr4.3.H.1a Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as <i>overtone</i> , <i>country</i> and <i>gallop strumming</i> , <i>finger picking patterns</i>).	MU:Pr4.3.H.1la Explain in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of styles.	MU:Pr4.3.H.1lla Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?
NOVICE		INTERMEDIATE		HS PROFICIENT	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and choral accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and choral accompaniments.	MU:Pr4.3.H.1a Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as <i>overtone</i> , <i>country</i> and <i>gallop strumming</i> , <i>finger picking patterns</i>).	MU:Pr4.3.H.1la Explain in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of styles.	MU:Pr4.3.H.1lla Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?

NATIONAL CORE ARTS STANDARDS

NATIONAL CORE ARTS STANDARDS

Anchor Standard 5: Develop and refine artistic techniques and work for presentation					
Enduring Understanding: To expand their musical ideas, musicians practice, evaluate, and refine their performances, and invite critical responses to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?					
Novice		Intermediate		HS Proficient	
PERFORMING	MU-P:5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	MU-P:5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.	MU-P:5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as arpeggio, country and gospel strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.	MU-P:5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	MU-P:5.1.H.11a Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
	Rehearse, Evaluate and Refine	Rehearse, Evaluate and Refine	Rehearse, Evaluate and Refine	Rehearse, Evaluate and Refine	Rehearse, Evaluate and Refine
Anchor Standard 6: Convey meaning through the presentation of artistic work					
Enduring Understanding: Musicians judge performances based on criteria that vary across time, place, and culture. Essential Question(s): When is a performance judged easy to present? How do context and a musician's choice of music work to present an influence audience response?					
Novice		Intermediate		HS Proficient	
PERFORMING	MU-P:6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments, demonstrating understanding of the audience and the context.	MU-P:6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	MU-P:6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as arpeggio, country and gospel strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	MU-P:6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	MU-P:6.1.H.11a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
	Present	Present	Present	Present	Present
Anchor Standard 7: Create artistic work					
Enduring Understanding: Musicians create artistic work that reflects their understanding of the world and their own experiences. Essential Question(s): How do musicians create artistic work that reflects their understanding of the world and their own experiences?					
Novice		Intermediate		HS Proficient	
PERFORMING	MU-P:7.1.H.5a Create artistic work that reflects their understanding of the world and their own experiences.	MU-P:7.1.H.8a Create artistic work that reflects their understanding of the world and their own experiences.	MU-P:7.1.H.1a Create artistic work that reflects their understanding of the world and their own experiences.	MU-P:7.1.H.1a Create artistic work that reflects their understanding of the world and their own experiences.	MU-P:7.1.H.11a Create artistic work that reflects their understanding of the world and their own experiences.
	Present	Present	Present	Present	Present

Music: Harmonizing Instruments Strand

Music - Harmonizing Instruments Strand				
RESPONDING	Anchor Standard 7: Perceive and analyze artistic work Ensuring Understanding: The personal evaluation of musical works is influenced by their interests, experiences, and purposes. Essential Question(s): How do individuals choose music to experience?			
	Novice			
	Intermediate			
	HS Proficient			
	HS Accomplished			
Select	MU:Pf6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments, demonstrating understanding of the audience and the context.	MU:Pf6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and choral accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	MU:Pf6.1.H.11a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as <i>arpeggio</i> , <i>country</i> , and <i>gospel strumming</i> , <i>finger picking patterns</i>), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	MU:Pf6.1.H.11a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
	Ensuring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, and purposes. Essential Question(s): How do individuals choose music to experience?			
	Novice			
	Intermediate			
	HS Accomplished			
Analyze	MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.	MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	MU:Re7.2.H.1a Compose passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	MU:Re7.2.H.11a Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.
	Anchor Standard 8: Interpret intent and meaning in artistic work Ensuring Understanding: The personal evaluation of musical works and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we discern the quality of musical works and performance(s)?			
	Novice			
	Intermediate			
	HS Accomplished			
Interpret	MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	MU:Re8.1.H.8a Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text.	MU:Re8.1.H.1a Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.	MU:Re8.1.H.11a Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.
	Anchor Standard 9: Apply criteria to evaluate artistic work Ensuring Understanding: The personal evaluation of musical works and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we discern the quality of musical works and performance(s)?			
	Novice			
	Intermediate			
	HS Accomplished			
RESPONDING	Anchor Standard 9: Apply criteria to evaluate artistic work Ensuring Understanding: The personal evaluation of musical works and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we discern the quality of musical works and performance(s)?			
	Novice			
	Intermediate			
	HS Proficient			
	HS Accomplished			
Evaluate	MU:Re9.1.H.5a Identify and describe how interests, experiences, and contexts (personal or social) effect the evaluation of music.	MU:Re9.1.H.8a Explain the influence of interests and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	MU:Re9.1.H.1a Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	MU:Re9.1.H.11a Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.
	Evaluate			

NATIONAL CORE ARTS STANDARDS

Music - Harmonizing Instruments Strand				
Anchor: Standard 1d: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?	CONNECTING			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor: Standard 1f: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creative, performing, and responding. Essential Question(s): How do the genres, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	CONNECTING			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Music - Composition and Theory Strand				
CREATING	Imagine	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Musicians' creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?		
		HS Proficient	HS Accomplished	HS Advanced
		MU:Cr1.1.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.	MU:Cr1.1.C.Ila Describe and <i>demonstrate</i> how sounds and musical ideas can be used to represent <i>sonic events</i> , <i>memories</i> , visual images, <i>concepts</i> , <i>texts</i> , or storylines.	MU:Cr1.1.C.Illa Describe and demonstrate <i>multiple ways in which</i> sounds and musical ideas can be used to represent <i>extended sonic experiences or abstract ideas</i> .
CREATING	Plan and Make	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?		
		HS Proficient	HS Accomplished	HS Advanced
		MU:Cr2.1.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.	MU:Cr2.1.C.Ila Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected <i>sonic events</i> , <i>memories</i> , images, <i>concepts</i> , <i>texts</i> , or storylines.	MU:Cr2.1.C.Illa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected <i>extended sonic experiences or abstract ideas</i> .
CREATING	Evaluate and Refine	MU:Cr2.1.C.Ib Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).	MU:Cr2.1.C.Ilb Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or <i>moderately complex forms</i> (such as binary, <i>rondo</i> , or <i>ternary</i>).	MU:Cr2.1.C.Illb Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a <i>variety of moderately complex or complex forms</i> .
		Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?		
		HS Proficient	HS Accomplished	HS Advanced
Present	Present	MU:Cr3.1.C.Ia Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	MU:Cr3.1.C.Ila Identify, describe, and apply <i>selected</i> teacher-provided or <i>personally-developed</i> criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	MU:Cr3.1.C.Illa <i>Research</i> , identify, <i>explain</i> , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
		Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question(s): When is creative work ready to share?		
		HS Proficient	HS Accomplished	HS Advanced
Present	Present	MU:Cr3.2.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.	MU:Cr3.2.C.Ila Share music through the use of notation, <i>solo or group</i> performance, or technology, and demonstrate and <i>describe</i> how the elements of music and <i>compositional techniques</i> have been employed to realize expressive intent.	MU:Cr3.2.C.Illa Share music through the use of notation, solo or group performance, or technology, and demonstrate and <i>explain</i> how the elements of music, compositional techniques and <i>processes</i> have been employed to realize expressive intent.
		MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.	MU:Cr3.2.C.Ilb Describe the <i>selected contexts</i> and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final composition and presentation.	MU:Cr3.2.C.Illb Describe a <i>variety of possible contexts and mediums</i> for presenting personal works, and <i>explain and compare how each could impact the success of</i> the final composition and presentation.

Music—Composition and Theory Strand				
PERFORMING	Select	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?		
		HS-Proficient	HS-Accomplished	HS-Advanced
		MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).	MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.	MU:Pr4.1.C.IIIa Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.
ANALYZE	Analyze	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?		
		HS-Proficient	HS-Accomplished	HS-Advanced
		MU:Pr4.2.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.	MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.	MU:Pr4.2.C.IIIa Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.
INTERPRET	Interpret	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?		
		HS-Proficient	HS-Accomplished	HS-Advanced
		MU:Pr4.3.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.	MU:Pr4.3.C.IIa Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.	MU:Pr4.3.C.IIIa Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators' intent.
PERFORMING	Rehearse, Evaluate, and Refine	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?		
		HS-Proficient	HS-Accomplished	HS-Advanced
		MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the form.	MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.	MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
PERFORMING	Present	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical works is presented influence audience response?		
		HS-Proficient	HS-Accomplished	HS-Advanced
		MU:Pr6.1.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.	MU:Pr6.1.C.IIa Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.	MU:Pr6.1.C.IIIa Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
PERFORMING	Present			
		HS-Proficient	HS-Accomplished	HS-Advanced
		MU:Pr6.1.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.	MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.	MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

Music - Composition and Theory Strand

RESPONDING	Anchor Standard 7: Perceive and analyze artistic work			Select
	Enduring Understanding: Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re7.1.C.1a Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.	MU:Re7.1.C.1a Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.	MU:Re7.1.C.1a Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.	
RESPONDING	Anchor Standard 8: Interpret intent and meaning in artistic work			Analyze
	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How does understanding the structure and context of music inform a response?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.	MU:Re7.2.C.1a Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.	MU:Re7.2.C.1a Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.	
RESPONDING	Anchor Standard 8: Interpret intent and meaning in artistic work			Interpret
	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re8.1.C.1a Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.	MU:Re8.1.C.1a Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.	MU:Re8.1.C.1a Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.	
RESPONDING	Anchor Standard 9: Apply criteria to evaluate artistic work			Evaluate
	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re9.1.C.1a Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	MU:Re9.1.C.1a Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.	MU:Re9.1.C.1a Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.	
	MU:Re9.1.C.1b Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	MU:Re9.1.C.1b Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	MU:Re9.1.C.1b Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	

Music – Composition and Theory Strand			
CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		
	Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
	HS Proficient MU-Cn10.0.C.1a	HS Accomplished MU-Cn10.0.C.1a	HS Advanced MU-Cn10.0.C.1a
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
CONNECTING	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.		
	Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
	HS Proficient MU-Cn11.0.C.1a	HS Accomplished MU-Cn11.0.C.1a	HS Advanced MU-Cn11.0.C.1a
	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Music – Music Technology Strand				
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work.			
	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.			
Imagine	Essential Question(s): How do musicians generate creative ideas?			
	HS-Proficient	HS-Accomplished	HS-Advanced	
CREATING	Anchor Standard 2: Organize and develop artistic ideas and work.			
	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.			
Plan and Make	Essential Question(s): How do musicians make creative decisions?			
	HS-Proficient	HS-Accomplished	HS-Advanced	
CREATING	Anchor Standard 3: Refine and complete artistic work.			
	Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.			
Evaluate and Refine	Essential Question(s): How do musicians improve the quality of their creative work?			
	HS-Proficient	HS-Accomplished	HS-Advanced	
Present	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.			
	Essential Question(s): When is creative work ready to share?			
Present	HS-Proficient			
	HS-Accomplished	HS-Advanced		
Present	MU:Cr3.2.T.1a Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.			
	MU:Cr3.2.T.1a Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.	MU:Cr3.2.T.1a Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.		

Music - Music Technology Strand

PERFORMING	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation			Select
	Enduring Understanding: Performers interest in and knowledge of musical works; understanding of their own technical skills and the context for a performance influence			
Select	Essential Question(s): How do performers select repertoire?			Analyze
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Pr4.1.T.1a Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.	MU:Pr4.1.T.1a Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.	MU:Pr4.1.T.1a Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.	
Analyze	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance			Interpret
	Essential Question(s): How does understanding the structure and context of musical works inform performance?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Pr4.2.T.1a Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.	MU:Pr4.2.T.1a Describe and demonstrate how context, <i>theoretical</i> and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.	MU:Pr4.2.T.1a <i>Examine, evaluate and critique</i> how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.	
Interpret	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent			Rehearse, Evaluate and Refine
	Essential Question(s): How do performers interpret musical works?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Pr4.3.T.1a Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.	MU:Pr4.3.T.1a Demonstrate how understanding the <i>style, genre, context</i> , and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.	MU:Pr4.3.T.1a Demonstrate how understanding the <i>style, genre, context, and integration</i> of digital technologies in a varied repertoire of music <i>informs</i> and influences prepared and improvised performances and <i>their</i> ability to connect with audiences.	
Rehearse, Evaluate and Refine	Anchor Standard 5: Develop and refine artistic techniques and work for presentation			Present
	Enduring Understanding: Musicians express their musical ideas; musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence			
	Essential Question(s): How do musicians improve the quality of their performance?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Pr5.1.T.1a Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	MU:Pr5.1.T.1a <i>Develop and</i> implement rehearsal strategies to improve and <i>refine</i> the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	MU:Pr5.1.T.1a <i>Apply appropriate criteria as well as feedback from multiple sources</i> and develop and implement <i>varied</i> strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in <i>varied programs</i> of music.	
Present	Anchor Standard 6: Convey meaning through the presentation of artistic work			Present
	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures			
	Essential Question(s): Where is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Pr6.1.T.1a Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	MU:Pr6.1.T.1a Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music <i>representing diverse cultures, styles, and genres</i> .	MU:Pr6.1.T.1a <i>Integrating digital and analog tools and resources</i> , demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music <i>representing diverse cultures, styles, genres, and historical periods</i> .	
	MU:Pr6.1.T.1b Demonstrate an understanding of the context of music through prepared and improvised performances.	MU:Pr6.1.T.1b <i>Demonstrate an understanding of the expressive intent when connecting with an audience</i> through prepared and improvised performances.	MU:Pr6.1.T.1b <i>Demonstrate an ability to connect with audience members before, and engaging with and responding to them</i> during prepared and improvised performances.	

Music Music Technology Strand

RESPONDING	Anchor Standard 7: Perceive and analyze artistic work			Select
	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.			
	Essential Question(s): How do individuals choose music to experience?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re7.1.T.1a Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	MU:Re7.1.T.1a <i>Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.</i>	MU:Re7.1.T.1a <i>Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.</i>	
RESPONDING	Anchor Standard 7: Perceive and analyze artistic work			Analyze
	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.			
	Essential Question(s): How do individuals choose music to experience?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re7.2.T.1a Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.	MU:Re7.2.T.1a Explain how an <i>analysis</i> of the structure, <i>context</i> , and technological aspects of the music informs the response.	MU:Re7.2.T.1a <i>Demonstrate and justify</i> how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.	
RESPONDING	Anchor Standard 8: Interpret intent and meaning in artistic work			Interpret
	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.			
	Essential Question(s): How do we discern the musical creator's and performer's expressive intent?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re8.1.T.1a Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.	MU:Re8.1.T.1a <i>Connect</i> the influence of the treatment of the elements of music, digital and electronic features, <i>context</i> , purpose, and <i>other art forms</i> to the expressive intent of musical works.	MU:Re8.1.T.1a <i>Examine, cite research and multiple sources</i> to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.	
RESPONDING	Anchor Standard 9: Apply criteria to evaluate artistic work			Evaluate
	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.			
	Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?			
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Re9.1.T.1a Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.	MU:Re9.1.T.1a <i>Apply criteria to evaluate music</i> based on analysis, interpretation, <i>artistic intent</i> , digital, electronic, and <i>analog</i> features, and <i>musical qualities</i> .	MU:Re9.1.T.1a <i>Develop and justify</i> the evaluation of a variety of music based on <i>established and personally-developed criteria</i> , digital, electronic and analog features, and <i>understanding of purpose and context</i> .	

Music - Music Technology Strand			
CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		
	Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?		
	HS Proficient	HS Accomplished	HS Advanced
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
CONNECTING	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.		
	Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
	HS Proficient	HS Accomplished	HS Advanced
	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

THEATRE

CREATING												
Anchor Standard 1: Generate and conceptualize artistic ideas and work												
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imagination and/or learned theatre skills while engaging in creative exploration and inquiry?												
Perf	TH.CA.1.K	TH.CA.1.1	TH.CA.1.2	TH.CA.1.3	TH.CA.1.4	TH.CA.1.5	TH.CA.1.6	TH.CA.1.7	TH.CA.1.8	HS Proficient TH.CA.1.9	HS Accomplished TH.CA.1.10	HS Advanced TH.CA.1.11
Envision/Conceptualize	a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.	a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.	a. Identify possible solutions to staging challenges in a drama/theatre work.	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
	b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	b. Propose design ideas that support the story and given circumstances in a drama/theatre work.	b. Identify solutions to design challenges in a drama/theatre work.	b. Explain and present solutions to design challenges in a drama/theatre work.	b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Understand and apply technology to design solutions for a drama/theatre work.
	c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama/theatre work.	c. Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama/theatre work.	c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.	c. Explore a scripted character by imagining the given circumstances in a drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.
Envision/Conceptualize												

NATIONAL CORE ARTS STANDARDS

CREATING

Anchor Standard 2: Organize and develop artistic ideas and work
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning
Essential Question(s): How, when, and why do theatre artists' choices change?

PreK TH.C.2.PK.1	K TH.C.2.K.1	1 TH.C.2.1.1	2 TH.C.2.2.1	3 TH.C.2.3.1	4 TH.C.2.4.1	5 TH.C.2.5.1	6 TH.C.2.6.1	7 TH.C.2.7.1	8 TH.C.2.8.1	HS Proficient TH.C.2.1	HS Accomplished TH.C.2.1	HS Advanced TH.C.2.III.1
a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for a drama/theatre work.	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a drama/theatre work.	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.
b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Develop

CREATING											CREATING		
Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?													
PEK TH.CC.1.K	K	1	2	3	4	5	6	7	8	HS Proficient TH.CC.1.HS	HS Accomplished TH.CC.1.HS	HS Advanced TH.CC.1.HS	CREATING
a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, ask questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.	a. Articulate and examine choices to refine a devised or scripted drama/theatre work.	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	a. Refine, transform, and reimagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	
		b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.	b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	
		c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.	c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Explore a planned technical design process for a devised or scripted drama/theatre work.	c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.	c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.	c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	c. Apply a high level of technical proficiency to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	
Rehearse												Rehearse	

Anchor Standard 5: Develop and refine artistic techniques and work for presentation
 Engaging Understanding: Theatre artists develop personal processes and skills for a performance or design.
 Essential Question(s): What can I do to fully prepare a performance or technical design?

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation												Performing
	1	2	3	4	5	6	7	8	9	10	11	12	
Prepare	a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify and understand that physical movement is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	a. Practice selected exercises that can be used in a group setting for drama/theatre work.	a. Choose acting exercises that can be applied to a drama/theatre work.	a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
	b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify the basic technical elements that can be used in drama/theatre work.	b. Propose the use of technical elements in a drama/theatre work.	b. Demonstrate the use of technical elements in a drama/theatre work.	b. Articulate how technical elements are integrated into a drama/theatre work.	b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.	b. Use researched technical elements to increase the impact of design for a drama/theatre production.	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Anchor Standard 6: Convey meaning through the presentation of artistic work
 Engaging Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
 Essential Question(s): What happens when theatre artists and audiences share creative experiences?

Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work										Performing		
	1	2	3	4	5	6	7	8	9	10			
Share, Present	a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	a. Practice drama/theatre work and share reflections individually and in small groups.	a. Share small-group drama/theatre work, with peers as audience.	a. Present drama/theatre work informally to an audience.	a. Adapt a drama/theatre work and present it informally for an audience.	a. Participate in drama/theatre work that will be shared with an audience.	a. Perform a drama/theatre work for an audience.	a. Perform a scripted drama/theatre work for a specific audience.	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	a. Present a specific audience drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
	b. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	b. Practice drama/theatre work and share reflections individually and in small groups.	b. Share small-group drama/theatre work, with peers as audience.	b. Present drama/theatre work informally to an audience.	b. Adapt a drama/theatre work and present it informally for an audience.	b. Participate in drama/theatre work that will be shared with an audience.	b. Perform a drama/theatre work for an audience.	b. Perform a scripted drama/theatre work for a specific audience.	b. Present a drama/theatre work using creative processes that shape the production for a specific audience.	b. Present a specific audience drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

NATIONAL CORE ARTS STANDARDS

Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Theive artists apply criteria to investigate, explore, and assess drama and theatre work. Essential Question(s): How are the theatrical arts processes and the audience's perspectives impacted by arts and systems?												
Responding	TH-RE-11.1	TH-RE-11.2	TH-RE-11.3	TH-RE-11.4	TH-RE-11.5	TH-RE-11.6	TH-RE-11.7	TH-RE-11.8	TH-RE-11.9	TH-RE-11.10	TH-RE-11.11	TH-RE-11.12
a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand how and why groups evaluate drama/theatre work.	a. Propose a plan to evaluate drama/theatre work.	a. Develop and implement a plan to evaluate drama/theatre work.	a. Use supporting evidence and criteria to evaluate drama/theatre work.	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Analyze and assess a drama/theatre work by connecting it to information related to a drama/theatre work to support or evaluate artistic choices.	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
Evaluate		b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	b. Consider and analyze technical elements from multiple drama/theatre works.	b. Investigate how technical elements may support a theme or idea in a drama/theatre work.	b. Assess how technical elements represent the theme of a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
		c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.	c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	c. Identify a specific audience or purpose for a drama/theatre work.	c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	c. Assess the impact of a drama/theatre work on a specific audience.	c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.	c. Verify how a drama/theatre work communicates for a specific purpose and audience.	c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.
Evaluate												
Responding	TH-RE-12.1	TH-RE-12.2	TH-RE-12.3	TH-RE-12.4	TH-RE-12.5	TH-RE-12.6	TH-RE-12.7	TH-RE-12.8	TH-RE-12.9	TH-RE-12.10	TH-RE-12.11	TH-RE-12.12

NATIONAL CORE ARTS STANDARDS

THEATRE

THEATRE													
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.													
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.													
Essential Question(s): What happens when theatre artists foster interrelationships between self and others through critical awareness, social responsibility, and the exploration of empathy?													
Connecting	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	TH-CH10.1.1	TH-CH10.1.2	TH-CH10.1.3	TH-CH10.1.4	TH-CH10.1.5	TH-CH10.1.6	TH-CH10.1.7	TH-CH10.1.8	TH-CH10.1.1	TH-CH10.1.1	TH-CH10.1.1		
	1	2	3	4	5	6	7	8	9	10	11	12	
Empathize	a. With prompting and support, identify similarities between a story and personal experience and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify similarities between characters' experiences in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.	a. Explain how drama/theatre connects oneself to a community or culture.	a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	a. Examine a community issue through multiple perspectives in a drama/theatre work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
Connecting	9	10	11	12	13	14	15	16	17	18	19	20	
	TH-CH11.1.1	TH-CH11.1.2	TH-CH11.1.3	TH-CH11.1.4	TH-CH11.1.5	TH-CH11.1.6	TH-CH11.1.7	TH-CH11.1.8	TH-CH11.1.1	TH-CH11.1.1	TH-CH11.1.1	TH-CH11.1.1	
Connecting	21	22	23	24	25	26	27	28	29	30	31	32	
	TH-CH12.1.1	TH-CH12.1.2	TH-CH12.1.3	TH-CH12.1.4	TH-CH12.1.5	TH-CH12.1.6	TH-CH12.1.7	TH-CH12.1.8	TH-CH12.1.1	TH-CH12.1.1	TH-CH12.1.1	TH-CH12.1.1	
Interrelate	a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify connections to community, social issues and other content areas in drama/theatre work.	a. Respond to community and social issues and incorporate other content areas in drama/theatre work.	a. Investigate historical, global and social issues expressed in drama/theatre work.	a. Identify universal themes or common social issues and express them through a drama/theatre work.	a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

Anchor Standard 1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding										
Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.										
Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?										
PreK	K	1	2	3	4	5	6	7	8	HS Proficient
TH.CHA1.1.PK	TH.CHA1.1.K	TH.CHA1.1.1	TH.CHA1.1.2	TH.CHA1.1.3	TH.CHA1.1.4	TH.CHA1.1.5	TH.CHA1.1.6	TH.CHA1.1.7	TH.CHA1.1.8	TH.CHA1.1.9
Research	a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify stories that are different from one another in guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from one's own community in a multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Explore how stories are adapted from literature to drama/theatre work.	a. Investigate cross-cultural approaches to storytelling in drama/theatre work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	a. Research and analyze two different versions of the same drama/theatre story to determine similarities and differences in the visual and aural world of each story.	a. Research and discuss how a play/right might have intended a drama/theatre work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
	b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify historical sources that explain terminology and conventions.	b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
Connecting										
HS Accomplished										
HS Advanced										
Research										
Connecting										
a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.										
b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.										

VISUAL ARTS - Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work												
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed												
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?												
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VAC.1.1.PK.a	VAC.1.1.K.a	VAC.1.1.1.a	VAC.1.1.2.a	VAC.1.1.3.a	VAC.1.1.4.a	VAC.1.1.5.a	VAC.1.1.6.a	VAC.1.1.7.a	VAC.1.1.8.a	VAC.1.1.9.a	VAC.1.1.10.a	VAC.1.1.11.a
Engage in self-directed play with materials.	Engage in exploration and imaginative play with materials.	Engage collaboratively in imaginative play with materials.	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts; collaborate to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
Investigate - Plan - Make												
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.												
Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?												
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VAC.1.2.PK.a	VAC.1.2.K.a	VAC.1.2.1.a	VAC.1.2.2.a	VAC.1.2.3.a	VAC.1.2.4.a	VAC.1.2.5.a	VAC.1.2.6.a	VAC.1.2.7.a	VAC.1.2.8.a	VAC.1.2.9.a	VAC.1.2.10.a	VAC.1.2.11.a
Engage in self-directed, creative making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials, artistic practices, and methods of investigation to create contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of art and design based on a theme, idea or concept.

Pre-k	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th
VAC21PRG	VAC2113	VAC2113	VAC2112	VAC2113	VAC2114	VAC2115	VAC2116	VAC2117

[illegible]

Pre-K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS prof. ent.	HS Accomplished	HS Advanced
VA-C2.1.1	VA-C2.1.2	VA-C2.1.3	VA-C2.1.4	VA-C2.1.5	VA-C2.1.6	VA-C2.1.7	VA-C2.1.8	VA-C2.1.9	VA-C2.1.10	VA-C2.1.11	VA-C2.1.12
VA-C2.2.1	VA-C2.2.2	VA-C2.2.3	VA-C2.2.4	VA-C2.2.5	VA-C2.2.6	VA-C2.2.7	VA-C2.2.8	VA-C2.2.9	VA-C2.2.10	VA-C2.2.11	VA-C2.2.12
VA-C2.3.1	VA-C2.3.2	VA-C2.3.3	VA-C2.3.4	VA-C2.3.5	VA-C2.3.6	VA-C2.3.7	VA-C2.3.8	VA-C2.3.9	VA-C2.3.10	VA-C2.3.11	VA-C2.3.12
VA-C2.4.1	VA-C2.4.2	VA-C2.4.3	VA-C2.4.4	VA-C2.4.5	VA-C2.4.6	VA-C2.4.7	VA-C2.4.8	VA-C2.4.9	VA-C2.4.10	VA-C2.4.11	VA-C2.4.12
VA-C2.5.1	VA-C2.5.2	VA-C2.5.3	VA-C2.5.4	VA-C2.5.5	VA-C2.5.6	VA-C2.5.7	VA-C2.5.8	VA-C2.5.9	VA-C2.5.10	VA-C2.5.11	VA-C2.5.12
VA-C2.6.1	VA-C2.6.2	VA-C2.6.3	VA-C2.6.4	VA-C2.6.5	VA-C2.6.6	VA-C2.6.7	VA-C2.6.8	VA-C2.6.9	VA-C2.6.10	VA-C2.6.11	VA-C2.6.12
VA-C2.7.1	VA-C2.7.2	VA-C2.7.3	VA-C2.7.4	VA-C2.7.5	VA-C2.7.6	VA-C2.7.7	VA-C2.7.8	VA-C2.7.9	VA-C2.7.10	VA-C2.7.11	VA-C2.7.12
VA-C2.8.1	VA-C2.8.2	VA-C2.8.3	VA-C2.8.4	VA-C2.8.5	VA-C2.8.6	VA-C2.8.7	VA-C2.8.8	VA-C2.8.9	VA-C2.8.10	VA-C2.8.11	VA-C2.8.12
VA-C2.9.1	VA-C2.9.2	VA-C2.9.3	VA-C2.9.4	VA-C2.9.5	VA-C2.9.6	VA-C2.9.7	VA-C2.9.8	VA-C2.9.9	VA-C2.9.10	VA-C2.9.11	VA-C2.9.12
VA-C2.10.1	VA-C2.10.2	VA-C2.10.3	VA-C2.10.4	VA-C2.10.5	VA-C2.10.6	VA-C2.10.7	VA-C2.10.8	VA-C2.10.9	VA-C2.10.10	VA-C2.10.11	VA-C2.10.12
VA-C2.11.1	VA-C2.11.2	VA-C2.11.3	VA-C2.11.4	VA-C2.11.5	VA-C2.11.6	VA-C2.11.7	VA-C2.11.8	VA-C2.11.9	VA-C2.11.10	VA-C2.11.11	VA-C2.11.12
VA-C2.12.1	VA-C2.12.2	VA-C2.12.3	VA-C2.12.4	VA-C2.12.5	VA-C2.12.6	VA-C2.12.7	VA-C2.12.8	VA-C2.12.9	VA-C2.12.10	VA-C2.12.11	VA-C2.12.12
VA-C2.13.1	VA-C2.13.2	VA-C2.13.3	VA-C2.13.4	VA-C2.13.5	VA-C2.13.6	VA-C2.13.7	VA-C2.13.8	VA-C2.13.9	VA-C2.13.10	VA-C2.13.11	VA-C2.13.12
VA-C2.14.1	VA-C2.14.2	VA-C2.14.3	VA-C2.14.4	VA-C2.14.5	VA-C2.14.6	VA-C2.14.7	VA-C2.14.8	VA-C2.14.9	VA-C2.14.10	VA-C2.14.11	VA-C2.14.12
VA-C2.15.1	VA-C2.15.2	VA-C2.15.3	VA-C2.15.4	VA-C2.15.5	VA-C2.15.6	VA-C2.15.7	VA-C2.15.8	VA-C2.15.9	VA-C2.15.10	VA-C2.15.11	VA-C2.15.12
VA-C2.16.1	VA-C2.16.2	VA-C2.16.3	VA-C2.16.4	VA-C2.16.5	VA-C2.16.6	VA-C2.16.7	VA-C2.16.8	VA-C2.16.9	VA-C2.16.10	VA-C2.16.11	VA-C2.16.12
VA-C2.17.1	VA-C2.17.2	VA-C2.17.3	VA-C2.17.4	VA-C2.17.5	VA-C2.17.6	VA-C2.17.7	VA-C2.17.8	VA-C2.17.9	VA-C2.17.10	VA-C2.17.11	VA-C2.17.12
VA-C2.18.1	VA-C2.18.2	VA-C2.18.3	VA-C2.18.4	VA-C2.18.5	VA-C2.18.6	VA-C2.18.7	VA-C2.18.8	VA-C2.18.9	VA-C2.18.10	VA-C2.18.11	VA-C2.18.12
VA-C2.19.1	VA-C2.19.2	VA-C2.19.3	VA-C2.19.4	VA-C2.19.5	VA-C2.19.6	VA-C2.19.7	VA-C2.19.8	VA-C2.19.9	VA-C2.19.10	VA-C2.19.11	VA-C2.19.12
VA-C2.20.1	VA-C2.20.2	VA-C2.20.3	VA-C2.20.4	VA-C2.20.5	VA-C2.20.6	VA-C2.20.7	VA-C2.20.8	VA-C2.20.9	VA-C2.20.10	VA-C2.20.11	VA-C2.20.12
VA-C2.21.1	VA-C2.21.2	VA-C2.21.3	VA-C2.21.4	VA-C2.21.5	VA-C2.21.6	VA-C2.21.7	VA-C2.21.8	VA-C2.21.9	VA-C2.21.10	VA-C2.21.11	VA-C2.21.12
VA-C2.22.1	VA-C2.22.2	VA-C2.22.3	VA-C2.22.4	VA-C2.22.5	VA-C2.22.6	VA-C2.22.7	VA-C2.22.8	VA-C2.22.9	VA-C2.22.10	VA-C2.22.11	VA-C2.22.12
VA-C2.23.1	VA-C2.23.2	VA-C2.23.3	VA-C2.23.4	VA-C2.23.5	VA-C2.23.6	VA-C2.23.7	VA-C2.23.8	VA-C2.23.9	VA-C2.23.10	VA-C2.23.11	VA-C2.23.12

	1st	2nd	3-4	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
Pre-K											
VA-C2.3.P.6											
VA-C2.3.KA											
VA-C2.3.A											
VA-C2.3.2A											
VA-C2.3.3											
VA-C2.3.4A											
VA-C2.3.5											
VA-C2.3.7											
VA-C2.3.8											
VA-C2.3.9											
VA-C2.3.10											
VA-C2.3.11											
VA-C2.3.12											
VA-C2.3.13											
VA-C2.3.14											
VA-C2.3.15											
VA-C2.3.16											
VA-C2.3.17											
VA-C2.3.18											
VA-C2.3.19											
VA-C2.3.20											
VA-C2.3.21											
VA-C2.3.22											
VA-C2.3.23											
VA-C2.3.24											
VA-C2.3.25											
VA-C2.3.26											
VA-C2.3.27											
VA-C2.3.28											
VA-C2.3.29											
VA-C2.3.30											
VA-C2.3.31											
VA-C2.3.32											
VA-C2.3.33											
VA-C2.3.34											
VA-C2.3.35											
VA-C2.3.36											
VA-C2.3.37											
VA-C2.3.38											
VA-C2.3.39											
VA-C2.3.40											
VA-C2.3.41											
VA-C2.3.42											
VA-C2.3.43											
VA-C2.3.44											
VA-C2.3.45											
VA-C2.3.46											
VA-C2.3.47											
VA-C2.3.48											
VA-C2.3.49											
VA-C2.3.50											
VA-C2.3.51											

Variable	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th	31st	32nd	33rd	34th	35th	36th	37th	38th	39th	40th	41st	42nd	43rd	44th	45th	46th	47th	48th	49th	50th	51st	52nd	53rd	54th	55th	56th	57th	58th	59th	60th	61st	62nd	63rd	64th	65th	66th	67th	68th	69th	70th	71st	72nd	73rd	74th	75th	76th	77th	78th	79th	80th	81st	82nd	83rd	84th	85th	86th	87th	88th	89th	90th	91st	92nd	93rd	94th	95th	96th	97th	98th	99th	100th
VA.CZ31X1	VA.CZ31X2	VA.CZ31X3	VA.CZ31X4	VA.CZ31X5	VA.CZ31X6	VA.CZ31X7	VA.CZ31X8	VA.CZ31X9	VA.CZ31X10	VA.CZ31X11	VA.CZ31X12	VA.CZ31X13	VA.CZ31X14	VA.CZ31X15	VA.CZ31X16	VA.CZ31X17	VA.CZ31X18	VA.CZ31X19	VA.CZ31X20	VA.CZ31X21	VA.CZ31X22	VA.CZ31X23	VA.CZ31X24	VA.CZ31X25	VA.CZ31X26	VA.CZ31X27	VA.CZ31X28	VA.CZ31X29	VA.CZ31X30	VA.CZ31X31	VA.CZ31X32	VA.CZ31X33	VA.CZ31X34	VA.CZ31X35	VA.CZ31X36	VA.CZ31X37	VA.CZ31X38	VA.CZ31X39	VA.CZ31X40	VA.CZ31X41	VA.CZ31X42	VA.CZ31X43	VA.CZ31X44	VA.CZ31X45	VA.CZ31X46	VA.CZ31X47	VA.CZ31X48	VA.CZ31X49	VA.CZ31X50	VA.CZ31X51	VA.CZ31X52	VA.CZ31X53	VA.CZ31X54	VA.CZ31X55	VA.CZ31X56	VA.CZ31X57	VA.CZ31X58	VA.CZ31X59	VA.CZ31X60	VA.CZ31X61	VA.CZ31X62	VA.CZ31X63	VA.CZ31X64	VA.CZ31X65	VA.CZ31X66	VA.CZ31X67	VA.CZ31X68	VA.CZ31X69	VA.CZ31X70	VA.CZ31X71	VA.CZ31X72	VA.CZ31X73	VA.CZ31X74	VA.CZ31X75	VA.CZ31X76	VA.CZ31X77	VA.CZ31X78	VA.CZ31X79	VA.CZ31X80	VA.CZ31X81	VA.CZ31X82	VA.CZ31X83	VA.CZ31X84	VA.CZ31X85	VA.CZ31X86	VA.CZ31X87	VA.CZ31X88	VA.CZ31X89	VA.CZ31X90	VA.CZ31X91	VA.CZ31X92	VA.CZ31X93	VA.CZ31X94	VA.CZ31X95	VA.CZ31X96	VA.CZ31X97	VA.CZ31X98	VA.CZ31X99	VA.CZ31X100	

NATIONAL CORE ARTS STANDARDS

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Anchor Standard 3: Reflect on and complete artistic work												
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.												
Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?												
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA-PA1-PK.1	VA-PA1-K.1	VA-PA1-1.1	VA-PA1-2.1	VA-PA1-3.1	VA-PA1-4.1	VA-PA1-5.1	VA-PA1-6.1	VA-PA1-7.1	VA-PA1-8.1	VA-PA1-9.1	VA-PA1-10.1	VA-PA1-11.1
Share and talk about personal artwork.	Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices in art-making.	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art or design in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of art or design considering relevant criteria as well as personal artistic vision.

NATIONAL CORE ARTS STANDARDS

Anchor Standard 6: Convey meaning through the presentation of artistic work Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and storing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?												
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	High School	HS Accomplished	HS Advanced
VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2	VA-PK-AR.6.1-6.2
Identify where art is displayed both inside and outside of school.	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing collections and exhibitions in different venues.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

NATIONAL CORE ARTS STANDARDS

Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individual aesthetic and interpretive awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments
Essential Question(s): How do the experiential influences the way you might art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Variable	Unit	Mean	SD	Min	Max	Skewness	Kurtosis	Normality	Linearity	Homoscedasticity	Normality	Linearity	Homoscedasticity
VA-1	mmHg	120.5	12.5	90	140	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-2	mmHg	115.5	11.5	85	135	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-3	mmHg	110.5	10.5	80	130	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-4	mmHg	105.5	10.5	75	125	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-5	mmHg	100.5	10.5	70	120	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-6	mmHg	95.5	10.5	65	115	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-7	mmHg	90.5	10.5	60	110	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-8	mmHg	85.5	10.5	55	105	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-9	mmHg	80.5	10.5	50	100	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-10	mmHg	75.5	10.5	45	95	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-11	mmHg	70.5	10.5	40	90	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-12	mmHg	65.5	10.5	35	85	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-13	mmHg	60.5	10.5	30	80	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-14	mmHg	55.5	10.5	25	75	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-15	mmHg	50.5	10.5	20	70	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-16	mmHg	45.5	10.5	15	65	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-17	mmHg	40.5	10.5	10	60	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-18	mmHg	35.5	10.5	5	55	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-19	mmHg	30.5	10.5	0	50	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-20	mmHg	25.5	10.5	-5	45	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-21	mmHg	20.5	10.5	-10	40	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-22	mmHg	15.5	10.5	-15	35	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-23	mmHg	10.5	10.5	-20	30	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-24	mmHg	5.5	10.5	-25	25	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-25	mmHg	0.5	10.5	-30	20	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-26	mmHg	-5.5	10.5	-35	15	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-27	mmHg	-10.5	10.5	-40	10	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-28	mmHg	-15.5	10.5	-45	5	0.1	3.0	0.95	0.95	0.95	0.95	0.95	0.95
VA-29	mmHg	-20.5	10.5	-50	0	0.1	3.0						

[illegible]

Identify uses of art	Select and describe works of art that	Perceive and describe aesthetic	Speculate about responses	Compare one's own	Interpret works of	Hypothesize ways in	Analyze now
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[illegible]

work of art.	working in similar media.	interpretation of others.	live around the world and what impact the visual environment and human experiences, understanding of natural world and human world and responses to the environment with art knowledge and experience with art
experiences of one's self and others.	work of art.	interpretation of others.	live around the world and what impact the visual environment and human experiences, understanding of natural world and human world and responses to the environment with art knowledge and experience with art
environment.	work of art.	interpretation of others.	live around the world and what impact the visual environment and human experiences, understanding of natural world and human world and responses to the environment with art knowledge and experience with art

ENVIRONMENTAL CIVILIZATIONS.	they value.	image that one valued.	constructed environments, and life.
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<p>Endling: Understanding Visual Imagery Influence on Understanding of and Responses to the World</p> <p>Endling, O. A. (2019). <i>Understanding Visual Imagery Influence on Understanding of and Responses to the World</i>. <i>Journal of Visual Imagery</i>, 1(1), 1-10.</p>	<p>CONVEYS TO OTHERS</p>
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Task	Time (min)	Success (%)	Notes
1. Initial Setup	15	100	Established baseline for all sensors.
2. Sensor Calibration	20	95	Adjusted for environmental factors.
3. Data Collection Phase 1	30	80	First set of readings under normal conditions.
4. Data Collection Phase 2	30	75	Second set of readings under normal conditions.
5. Data Collection Phase 3	30	70	Third set of readings under normal conditions.
6. Data Collection Phase 4	30	65	Fourth set of readings under normal conditions.
7. Data Collection Phase 5	30	60	Fifth set of readings under normal conditions.
8. Data Collection Phase 6	30	55	Sixth set of readings under normal conditions.
9. Data Collection Phase 7	30	50	Seventh set of readings under normal conditions.
10. Data Collection Phase 8	30	45	Eighth set of readings under normal conditions.
11. Data Collection Phase 9	30	40	Ninth set of readings under normal conditions.
12. Data Collection Phase 10	30	35	Tenth set of readings under normal conditions.
13. Data Collection Phase 11	30	30	Eleventh set of readings under normal conditions.
14. Data Collection Phase 12	30	25	Twelfth set of readings under normal conditions.
15. Data Collection Phase 13	30	20	Thirteenth set of readings under normal conditions.
16. Data Collection Phase 14	30	15	Fourteenth set of readings under normal conditions.
17. Data Collection Phase 15	30	10	Fifteenth set of readings under normal conditions.
18. Data Collection Phase 16	30	5	Sixteenth set of readings under normal conditions.
19. Data Collection Phase 17	30	0	Seventeenth set of readings under normal conditions.
20. Data Collection Phase 18	30	0	Eighteenth set of readings under normal conditions.
21. Data Collection Phase 19	30	0	Nineteenth set of readings under normal conditions.
22. Data Collection Phase 20	30	0	Twentieth set of readings under normal conditions.
23. Data Collection Phase 21	30	0	Twenty-first set of readings under normal conditions.
24. Data Collection Phase 22	30	0	Twenty-second set of readings under normal conditions.
25. Data Collection Phase 23	30	0	Twenty-third set of readings under normal conditions.
26. Data Collection Phase 24	30	0	Twenty-fourth set of readings under normal conditions.
27. Data Collection Phase 25	30	0	Twenty-fifth set of readings under normal conditions.
28. Data Collection Phase 26	30	0	Twenty-sixth set of readings under normal conditions.
29. Data Collection Phase 27	30	0	Twenty-seventh set of readings under normal conditions.
30. Data Collection Phase 28	30	0	Twenty-eighth set of readings under normal conditions.
31. Data Collection Phase 29	30	0	Twenty-ninth set of readings under normal conditions.
32. Data Collection Phase 30	30	0	Thirtieth set of readings under normal conditions.
33. Data Collection Phase 31	30	0	Thirty-first set of readings under normal conditions.
34. Data Collection Phase 32	30	0	Thirty-second set of readings under normal conditions.
35. Data Collection Phase 33	30	0	Thirty-third set of readings under normal conditions.
36. Data Collection Phase 34	30	0	Thirty-fourth set of readings under normal conditions.
37. Data Collection Phase 35	30	0	Thirty-fifth set of readings under normal conditions.
38. Data Collection Phase 36	30	0	Thirty-sixth set of readings under normal conditions.
39. Data Collection Phase 37	30	0	Thirty-seventh set of readings under normal conditions.
40. Data Collection Phase 38	30	0	Thirty-eighth set of readings under normal conditions.
41. Data Collection Phase 39	30	0	Thirty-ninth set of readings under normal conditions.
42. Data Collection Phase 40	30	0	Fortieth set of readings under normal conditions.
43. Data Collection Phase 41	30	0	Forty-first set of readings under normal conditions.
44. Data Collection Phase 42	30	0	Forty-second set of readings under normal conditions.
45. Data Collection Phase 43	30	0	Forty-third set of readings under normal conditions.
46. Data Collection Phase 44	30	0	Forty-fourth set of readings under normal conditions.
47. Data Collection Phase 45	30	0	Forty-fifth set of readings under normal conditions.
48. Data Collection Phase 46	30	0	Forty-sixth set of readings under normal conditions.
49. Data Collection Phase 47	30	0	Forty-seventh set of readings under normal conditions.
50. Data Collection Phase 48	30	0	Forty-eighth set of readings under normal conditions.
51. Data Collection Phase 49	30	0	Forty-ninth set of readings under normal conditions.
52. Data Collection Phase 50	30	0	Fiftieth set of readings under normal conditions.
53. Data Collection Phase 51	30	0	Fifty-first set of readings under normal conditions.
54. Data Collection Phase 52	30	0	Fifty-second set of readings under normal conditions.
55. Data Collection Phase 53	30	0	Fifty-third set of readings under normal conditions.
56. Data Collection Phase 54	30	0	Fifty-fourth set of readings under normal conditions.
57. Data Collection Phase 55	30	0	Fifty-fifth set of readings under normal conditions.
58. Data Collection Phase 56	30	0	Fifty-sixth set of readings under normal conditions.
59. Data Collection Phase 57	30	0	Fifty-seventh set of readings under normal conditions.
60. Data Collection Phase 58	30	0	Fifty-eighth set of readings under normal conditions.
61. Data Collection Phase 59	30	0	Fifty-ninth set of readings under normal conditions.
62. Data Collection Phase 60	30	0	Sixtieth set of readings under normal conditions.
63. Data Collection Phase 61	30	0	Sixty-first set of readings under normal conditions.
64. Data Collection Phase 62	30	0	Sixty-second set of readings under normal conditions.
65. Data Collection Phase 63	30	0	Sixty-third set of readings under normal conditions.
66. Data Collection Phase 64	30	0	Sixty-fourth set of readings under normal conditions.
67. Data Collection Phase 65	30	0	Sixty-fifth set of readings under normal conditions.
68. Data Collection Phase 66	30	0	Sixty-sixth set of readings under normal conditions.
69. Data Collection Phase 67	30	0	Sixty-seventh set of readings under normal conditions.
70. Data Collection Phase 68	30	0	Sixty-eighth set of readings under normal conditions.
71. Data Collection Phase 69	30	0	Sixty-ninth set of readings under normal conditions.
72. Data Collection Phase 70	30	0	Seventieth set of readings under normal conditions.
73. Data Collection Phase 71	30	0	Seventy-first set of readings under normal conditions.
74. Data Collection Phase 72	30	0	Seventy-second set of readings under normal conditions.
75. Data Collection Phase 73	30	0	Seventy-third set of readings under normal conditions.
76. Data Collection Phase 74	30	0	Seventy-fourth set of readings under normal conditions.
77. Data Collection Phase 75	30	0	Seventy-fifth set of readings under normal conditions.
78. Data Collection Phase 76	30	0	Seventy-sixth set of readings under normal conditions.
79. Data Collection Phase 77</			

VARI-1	VARI-2	VARI-3	VARI-4	VARI-5	VARI-6	VARI-7	VARI-8	VARI-9	VARI-10	VARI-11	VARI-12	VARI-13	VARI-14	VARI-15	VARI-16	VARI-17	VARI-18	VARI-19	VARI-20	VARI-21	VARI-22	VARI-23	VARI-24	VARI-25	VARI-26	VARI-27	VARI-28	VARI-29	VARI-30	VARI-31	VARI-32	VARI-33	VARI-34	VARI-35	VARI-36	VARI-37	VARI-38	VARI-39	VARI-40	VARI-41	VARI-42	VARI-43	VARI-44	VARI-45	VARI-46	VARI-47	VARI-48	VARI-49	VARI-50	VARI-51	VARI-52	VARI-53	VARI-54	VARI-55	VARI-56	VARI-57	VARI-58	VARI-59	VARI-60	VARI-61	VARI-62	VARI-63	VARI-64	VARI-65	VARI-66	VARI-67	VARI-68	VARI-69	VARI-70	VARI-71	VARI-72	VARI-73	VARI-74	VARI-75	VARI-76	VARI-77	VARI-78	VARI-79	VARI-80	VARI-81	VARI-82	VARI-83	VARI-84	VARI-85	VARI-86	VARI-87	VARI-88	VARI-89	VARI-90	VARI-91	VARI-92	VARI-93	VARI-94	VARI-95	VARI-96	VARI-97	VARI-98	VARI-99	VARI-100
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Analyze ways that visual components	Compare and contrast contexts	Analyze how one's	Evaluate the	Determine the commonalities
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Distinction between
Describe what an
Compare images
Categorize images
Determine
messages
Analyze
components in
Identify and analyze
cultural associations
Analyze multilevel
and media in which
values are portrayed
understanding of
effectiveness of an
image or images to
within a group of
people

Image represents same subject	Image represents different subjects
based on expressive properties;	based on visual content
communicated by visual imagery that conveys meaning	communicated by visual imagery that conveys meaning
suggested by visual imagery that influence specific feelings and ideas	suggested by visual imagery that influence specific feelings and ideas
images that are attributed to feelings and ideas	images that are attributed to feelings and ideas
images that are attributed to feelings and ideas	images that are attributed to feelings and ideas

convey messages	images influence audiences.	influence ideas, emotions, and behaviors of specific audience
imagery:	experiencing visual imagery.	a particular type of art, timeframe, or audience

					and actions.	actions.	potentials.	culture.
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Page 6, Visual Art

NATIONAL CORE ARTS STANDARDS

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Anchor Standard 8: Interpret intent and meaning in artistic work.
 Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
 Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer lead a work of art to text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

	VAR.8.1.1	VAR.8.1.2	VAR.8.1.3	VAR.8.1.4	VAR.8.1.5	VAR.8.1.6	VAR.8.1.7	VAR.8.1.8	VAR.8.1.9	VAR.8.1.10	VAR.8.1.11	VAR.8.1.12	
Analyze	Interpret art by identifying subject matter.	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the characteristics of form.	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas conveyed.	Interpret an artwork or collection of works, supported by sufficient evidence found in the work and its various contexts.	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?													
Interpret	Select a preferred artwork.	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria.	Apply one set of criteria to evaluate more than one work of art.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	Create a convincing criteria and logical argument to support an evaluation of art.	Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

NATIONAL CORE ARTS STANDARDS

VISUAL ARTS - Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.												
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.												
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?												
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA-C10-1.1a	VA-C10-1.1a	VA-C10-1.2a	VA-C10-1.2a	VA-C10-1.3a	VA-C10-1.4a	VA-C10-1.5a	VA-C10-1.6a	VA-C10-1.7a	VA-C10-1.8a	VA-C10-1.9a	VA-C10-1.10a	VA-C10-1.11a
Explore the world using descriptive words and art-making.	Create art that tells a story about a life experience.	Identify times, places, and reasons by which students make art outside of school.	Create works of art about events in home, school, or community life.	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions.	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.												
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.												
Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art present aspects of life?												
Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA-C11-1.1a	VA-C11-1.1a	VA-C11-1.2a	VA-C11-1.2a	VA-C11-1.3a	VA-C11-1.4a	VA-C11-1.5a	VA-C11-1.6a	VA-C11-1.7a	VA-C11-1.8a	VA-C11-1.9a	VA-C11-1.10a	VA-C11-1.11a
Recognize that people make art.	Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, values, or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	