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South Dakota
Fine Arts
Standards

Preface

Welcome to the South Dakota Fine Arts Standards. These standards broadly document and articulate what students should know and be able to do at each grade level to become competent in the arts in four subject areas: dance, music, theater, and visual arts.

Central to this document are four overarching artistic processes, which are integral to all art instruction:

- **Creating:** the conceiving and developing of artistic ideas and work
- **Performing/presenting/producing:** the realization of artistic work through interpretation and presentation
- **Responding:** the understanding and evaluating of how artistic ideas and work convey meaning
- **Connecting:** the relating of artistic ideas and work with personal meaning and external context

This document focuses on the what (not how) learners will know and be able to do when they reach the identified standard outcomes. This set of standards does not prescribe specific approaches or strategies, but rather allows educators, practitioners, and communities to identify these through their own curricular development.

Please refer to the main Fine Arts Standards document for details regarding the standards.

South Dakota Fine Arts Standards Grade Level Standards View

Kindergarten	
Dance	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	K.DA.Cr.1.1 Respond to a variety of stimuli using movement.
	K.DA.Cr.1.2 Explore different ways to use basic locomotor and non-locomotor movements by changing one or more of the elements of dance.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	K.DA.Cr.2.1 Improvise dance that has a beginning, middle, and end.
	K.DA.Cr.2.2 Express an idea, feeling, or image, through improvised movement moving alone, then with a partner.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	K.DA.Cr.3.1 Apply suggestions for changing movement through guided improvisational experiences.
	K.DA.Cr.3.2 Depict a dance movement by drawing a picture or using a symbol.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	K.DA.Pr.4.1 Make still and moving body shapes that show lines, change levels, and vary in size. Join with others to make a circle formation and work with others to change its dimensions.
	K.DA.Pr.4.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
	K.DA.Pr.4.3 Identify and apply different characteristics to movements.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	K.DA.Pr.5.1 Demonstrate same-side and cross-lateral locomotor and non-locomotor movements, body patterning movements, and body shapes.
	K.DA.Pr.5.2 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
	K.DA.Pr.5.3 Move body parts in relation to other body parts and repeat and recall movements upon request.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	K.DA.Pr.6.1 Dance for and with others in a designated space.
	K.DA.Pr.6.2 Select a prop to use as part of a dance.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	K.DA.Re.7.1 Find a movement that repeats in a dance.
	K.DA.Re.7.2 Demonstrate or describe observed or performed dance movements.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	K.DA.Re.8.1 Observe movement and describe it using simple dance terminology.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	K.DA.Re.9.1 Find a movement that attracted attention in a dance. Demonstrate the movement and explain why it attracted attention.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	K.DA.Cn.10.1 Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
	K.DA.Cn.10.2 Describe and express through movement something of interest about a piece of visual art. Discuss questions concerning the artwork.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	K.DA.Cn.11.1 Describe or demonstrate the movements in a dance that was watched or performed. Discuss the historical context, representation, and/or meaning of the dance.

Music	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	K-2.MU.Cr.1.1 Explore and experience musical ideas through simple rhythmic and melodic patterns.
	K-2.MU.Cr.1.2 Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	K-2.MU.Cr.2.1 Explore the creation of short pieces using musical notations.
	K-2.MU.Cr.2.2 Document musical ideas through verbal, written, aural, or technological means.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	K-2.MU.Cr.3.1 Interpret and apply personal, peer, and teacher feedback to refine personally-developed musical ideas.
	K-2.MU.Cr.3.2 Share a final version of personally-developed musical ideas to peers or informal audience.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	K-2.MU.Pr.4.1 Demonstrate and explain personal interest in varied musical selections.
	K-2.MU.Pr.4.2 Explore and identify the meaning of a chosen work through its text by singing or playing an instrument.
	K-2.MU.Pr.4.3 Explore music through both reading and aural approaches.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	K-2.MU.Pr.5.1 Applying teacher feedback, rehearse to refine technical accuracy and expressive qualities in varied ensembles in a classroom setting.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	K-2.MU.Pr.6.1 Discover how to express and convey meaning in a piece of music.
	K-2.MU.Pr.6.2 Identify the persons serving in the roles of performer and audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	K-2.MU.Re.7.1 Discover how interests and experiences influence musical selection for specific purposes.
	K-2.MU.Re.7.2 Recognize and respond to foundational musical elements.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	K-2.MU.Re.8.1 Identify and demonstrate expressive qualities and how they support expressive intent through verbal, kinesthetic, written, or artistic means.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	K-2.MU.Re.9.1 Use music terminology in the evaluation of musical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	K-2.MU.Cn.10.1 Express how music relates to self and others.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	K-2.MU.Cn.11.1 Explore the historical and cultural contexts of music as it relates to other disciplines and arts.
	K-2.MU.Cn.11.2 Share various roles of performance participants in various settings.

Theater	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	K.TH.Cr.1.1 With prompting and support, invent and inhabit an imaginary world through a guided drama experience.
	K.TH.Cr.1.2 With prompting and support, use physical and vocal expression to demonstrate emotions/feelings in a guided drama experience.
	K.TH.Cr.1.3 With prompting and support, use non-representational objects to create props, puppets, and costume pieces that exist in an imaginary place in a guided drama experience.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	K.TH.Cr.2.1 With prompting and support interact with peers and express original ideas to contribute to a guided drama experience.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	K.TH.Cr.3.1 With prompting and support, pose questions and share responses to questions raised in a guided drama experience.
	K.TH.Cr.3.2 Investigate a variety of sounds and movements in a guided drama experience.
	K.TH.Cr.3.3 With prompting and support, ask and answer questions about costumes and props for a guided drama experience.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	K.TH.Pr.4.1 With prompting and support, identify a guided drama experience.
	K.TH.Pr.4.2 Demonstrate expression using voice and body movement in a guided drama experience.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	K.TH.Pr.5.1 With prompting and support understand that voice and imagination are fundamental to a guided drama experience.
	K.TH.Pr.5.2 With prompting and support explore the various technical elements in a guided drama experience.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	K.TH.Pr.6.1 With prompting and support use movement and gesture in a guided drama experience.

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>K.TH.Re.7.1 With prompting and support identify emotional responses in a guided drama experience.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>K.TH.Re.8.1 With prompting and support express an emotional response to a guided drama experience.</p>
	<p>K.TH.Re.8.2 With prompting and support, explore the students' own culture through a guided drama experience.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>K.TH.Re.9.1 With prompting and support actively participate with others in a guided drama experience.</p>
	<p>K.TH.Re.9.2 Identify props and costumes used in a guided drama experience.</p>
	<p>K.TH.Re.9.3 Identify an experience of a character in a guided drama experience.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>K.TH.Cn.10.1 With prompting and support acknowledge the similarities between self and imagined characters in a guided drama experience.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>K.TH.Cn.11.1 Identify skills and knowledge from other art forms and content areas in a guided drama experience.</p>
	<p>K.TH.Cn.11.2 With prompting and support identify contrasting stories in a guided drama experience.</p>
	<p>K.TH.Cn.11.3 With prompting and support express a short story in a guided drama experience.</p>
	<p>K-TH.Cn11.4 Discover what actors do by watching a video or going to a theatrical performance.</p>

Visual Arts	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	K.VA.Cr.1.1 Engage in exploration and imaginative play with materials.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	K.VA.Cr.2.1 Through experimentation, build safe skills in various media and approaches to art-making.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	K.VA.Cr.3.1 Describe the process of making art while creating.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	K.VA.Pr.4.1 Select artwork for personal portfolio or display and explain why.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	K.VA.Pr.5.1 Explain the purpose of a portfolio of artwork.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	K.VA.Pr.6.1 Explain what an art museum is and how it is different from other art venues and settings.

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>K.VA.Re.7.1 Identify and describe uses of art.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>K.VA.Re.8.1 Describe what an artwork represents.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>K.VA.Re.9.1 Explain reasons for selecting a preferred artwork.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>K.VA.Cn.10.1 Identify within an artwork, a story or mood about a life experience.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>K.VA.Cn.11.1 Understand that artists create different artwork for various reasons.</p>

First Grade	
Dance	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	1.DA.Cr.1.1 Explore movement inspired by a variety of stimuli.
	1.DA.Cr.1.2 Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	1.DA.Cr.2.1 Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.
	1.DA.Cr.2.2 Express an idea/emotion or follow a musical phrase through chosen movement.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	1.DA.Cr.3.1 Explore suggestions to change movement from guided improvisation and/or short memorized sequences.
	1.DA.Cr.3.2 Depict several dance movements of a dance by drawing a picture or using symbols.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	1.DA.Pr.4.1 Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
	1.DA.Pr.4.2 Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.
	1.DA.Pr.4.3 Demonstrate movement characteristics along with adverbs and adjectives that apply to movement.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	1.DA.Pr.5.1 Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.
	1.DA.Pr.5.2 Move safely in general space through a range of activities and group formations while maintaining personal space.
	1.DA.Pr.5.3 Modify movements and spatial arrangements upon request.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	1.DA.Pr.6.1 Dance for others in a space where audience and performers occupy different areas.
	1.DA.Pr.6.2 Explore the use of simple props to enhance dance performance.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	1.DA.Re.7.1 Find a movement that repeats in a dance to make a pattern.
	1.DA.Re.7.2 Demonstrate and describe observed or performed dance movements from a specific genre or culture.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	1.DA.Re.8.1 Select, with teacher assistance, movements from a dance that suggest ideas and discuss how the movement captures the idea using simple dance terminology.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	1.DA.Re.9.1 Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and discuss why the movements were chosen.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	1.DA.Cn.10.1 Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
	1.DA.Cn.10.2 Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.
Anchor Standard 11: K-12.Pr.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	1.DA.Cn.11.1 Watch and/or perform a dance from a different culture. Discuss the historical context, representation, and/or meaning of the dance and demonstrate the types of movement danced.

Music	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	K-2.MU.Cr.1.1 Explore and experience musical ideas through simple rhythmic and melodic patterns.
	K-2.MU.Cr.1.2 Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	K-2.MU.Cr.2.1 Explore the creation of short pieces using musical notations.
	K-2.MU.Cr.2.2 Document musical ideas through verbal, written, aural, or technological means.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	K-2.MU.Cr.3.1 Interpret and apply personal, peer, and teacher feedback to refine personally-developed musical ideas.
	K-2.MU.Cr.3.2 Share a final version of personally-developed musical ideas to peers or informal audience.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	K-2.MU.Pr.4.1 Demonstrate and explain personal interest in varied musical selections.
	K-2.MU.Pr.4.2 Explore and identify the meaning of a chosen work through its text by singing or playing an instrument.
	K-2.MU.Pr.4.3 Explore music through both reading and aural approaches.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	K-2.MU.Pr.5.1 Applying teacher feedback, rehearse to refine technical accuracy and expressive qualities in varied ensembles in a classroom setting.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	K-2.MU.Pr.6.1 Discover how to express and convey meaning in a piece of music.
	K-2.MU.Pr.6.2 Identify the persons serving in the roles of performer and audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	K-2.MU.Re.7.1 Discover how interests and experiences influence musical selection for specific purposes.
	K-2.MU.Re.7.2 Recognize and respond to foundational musical elements.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	K-2.MU.Re.8.1 Identify and demonstrate expressive qualities and how they support expressive intent through verbal, kinesthetic, written, or artistic means.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	K-2.MU.Re.9.1 Use music terminology in the evaluation of musical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	K-2.MU.Cn.10.1 Express how music relates to self and others
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	K-2.MU.Cn.11.1 Explore the historical and cultural contexts of music as it relates to other disciplines and arts.
	K-2.MU.Cn.11.2 Share various roles of performance participants in various settings.

Theater	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	1.TH.Cr.1.1 Propose potential choices characters could make in a guided drama experience.
	1.TH.Cr.1.2 Identify ways in which elements of physical and vocal expression may be used to create or retell a story in a guided drama experience.
	1.TH.Cr.1.3 Collaborate with peers to explore ideas for costumes and props within a guided drama experience.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	1.TH.Cr.2.1 Contribute to the development of a sequential plot by collaboration in a guided drama experience.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	1.TH.Cr.3.1 Contribute to the adaptation of literary elements within a story for a guided drama experience.
	1.TH.Cr.3.2 Identify similarities and differences in sounds, movements, and gestures in a guided drama experience.
	1.TH.Cr.3.3 Collaborate with peers to suggest costumes and props for a guided drama experience.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	1.TH.Pr.4.1 Describe a story's character actions and dialogue in a guided drama experience.
	1.TH.Pr.4.2 Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	1.TH.Pr.5.1 With prompting and support, identify and understand that physical movement, voice, and imagination are fundamental to a guided dramatic experience.
	1.TH.Pr.5.2 With prompting and support identify technical elements that can be used in a guided drama experience.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	1.TH.Pr.6.1 With prompting and support use movement, gestures, and vocal expression that communicate emotion in a guided drama experience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	1.TH.Re.7.1 Discuss choices made in a guided drama experience.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	1.TH.Re.8.1 Explain an emotional response to a guided dramatic experience.
	1.TH.Re.8.2 Investigate a story from a culture other than the students' through a guided drama experience.
	1.TH.Re.8.3 Utilize words and images to describe how personal emotions and choices compare to those of characters in a guided drama experience.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	1.TH.Re.9.1 Build on others' ideas in a guided drama experience.
	1.TH.Re.9.2 Consider what props and costumes might be used in a guided drama experience.
	1.TH.Re.9.3 Observe the experiences of characters in a guided drama experience.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	1.TH.Cn.10.1 Identify characters and emotions in a guided drama experience and relate it to personal experience.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	1.TH.Cn.11.1 Apply skills and knowledge from other art forms and content areas in a guided drama experience.
	1.TH.Cn.11.2 Identify similarities and differences in contrasting stories in a guided drama experience.
	1.TH.Cn.11.3 Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.
	1.TH.Cn.11.4 Identify jobs people do to create a dramatic /theatrical work.

Visual Arts	
Artistic Process: Creating	
<p>Anchor Standard 1: K-12.Cr.1</p> <p>Generate and develop artistic ideas and work.</p>	<p>1.VA.Cr.1.1 Engage in creative art-making using observation and exploration.</p>
<p>Anchor Standard 2: K-12.Cr.2</p> <p>Organize and revise artistic ideas and work.</p>	<p>1.VA.Cr.2.1 Explore safe uses of materials, tools, and procedures to create works of art.</p>
<p>Anchor Standard 3: K-12.Cr.3</p> <p>Refine and complete artistic ideas and work.</p>	<p>1.VA.Cr.3.1 Use elements of art to describe choices while making art.</p>

Artistic Process: Performing, Presenting, and Producing	
<p>Anchor Standard 4: K-12.Pr.4</p> <p>Select, analyze, and interpret, artistic ideas and work for presentation.</p>	<p>1.VA.Pr.4.1 Categorize artwork based on a theme or concept for an exhibit.</p>
<p>Anchor Standard 5: K-12.Pr.5</p> <p>Develop and refine ideas and work for presentation.</p>	<p>1.VA.Pr.5.1 Categorize art for the purpose of a portfolio of artwork.</p>
<p>Anchor Standard 6: K-12.Pr.6</p> <p>Convey meaning through the presentation of artistic ideas and work.</p>	<p>1.VA.Pr.6.1 Discuss the responsibilities of visitors to museums and other art venues and settings.</p>

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>1.VA.Re.7.1 Compare and contrast artwork that represent the same subject using elements of art.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>1.VA.Re.8.1 Interpret various artwork that represents the same subject.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>1.VA.Re.9.1 Classify artwork based on criteria or personal preferences.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>1.VA.Cn.10.1 Create and discuss art that tells a story or expresses a mood about a life experience.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>1.VA.Cn.11.1 Understand that people from different places and times have made artwork for a variety of reasons.</p>

Second Grade	
Dance	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	2.DA.Cr.1.1 Explore movement inspired by a variety of stimuli and propose additional sources for movement ideas.
	2.DA.Cr.1.2 Combine a variety of movements while manipulating the elements of dance.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	2.DA.Cr.2.1 Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
	2.DA.Cr.2.2 Express an idea/emotion or follow a musical phrase through chosen movement. Explain reasons for movement choices.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	2.DA.Cr.3.1 Explore suggestions and make choices to change movement from guided improvisation and/or short memorized sequences.
	2.DA.Cr.3.2 Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	2.DA.Pr.4.1 Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. 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.
	2.DA.Pr.4.2 Identify the length of time a move or phrase takes. Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.
	2.DA.Pr.4.3 Select and apply appropriate characteristics to movements using adverbs and adjectives and apply them to movements. Demonstrate kinesthetic awareness while dancing the movement characteristics.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	2.DA.Pr.5.1 Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
	2.DA.Pr.5.2 Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
	2.DA.Pr.5.3 Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	2.DA.Pr.6.1 Dance for and with others in a space where audience and performers occupy different areas.
	2.DA.Pr.6.2 Use limited production elements.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	2.DA.Re.7.1 Find movements in a dance that develop a pattern.
	2.DA.Re.7.2 Demonstrate and describe movements in dances from different genres or cultures.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	2.DA.Re.8.1 Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	2.DA.Re.9.1 Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work using simple dance terminology.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	2.DA.Cn.10.1 Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
	2.DA.Cn.10.2 Respond to a dance work using an inquiry-based set of questions (such as see, think, wonder) and create movement using ideas from these responses and explain how certain movements express a specific idea.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	2.DA.Cn.11.1 Observe a dance and relate the movement to the people or environment in which the dance was created and performed by discussing the historical context, representation, and/or meaning of the dance.

Music	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	K-2.MU.Cr.1.1 Explore and experience musical ideas through simple rhythmic and melodic patterns.
	K-2.MU.Cr.1.2 Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	K-2.MU.Cr.2.1 Explore the creation of short pieces using musical notations.
	K-2.MU.Cr.2.2 Document musical ideas through verbal, written, aural, or technological means.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	K-2.MU.Cr.3.1 Interpret and apply personal, peer, and teacher feedback to refine personally-developed musical ideas.
	K-2.MU.Cr.3.2 Share a final version of personally-developed musical ideas to peers or informal audience.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	K-2.MU.Pr.4.1 Demonstrate and explain personal interest in varied musical selections.
	K-2.MU.Pr.4.2 Explore and identify the meaning of a chosen work through its text by singing or playing an instrument.
	K-2.MU.Pr.4.3 Explore music through both reading and aural approaches.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	K-2.MU.Pr.5.1 Applying teacher feedback, rehearse to refine technical accuracy and expressive qualities in varied ensembles in a classroom setting.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	K-2.MU.Pr.6.1 Discover how to express and convey meaning in a piece of music.
	K-2.MU.Pr.6.2 Identify the persons serving in the roles of performer and audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	K-2.MU.Re.7.1 Discover how interests and experiences influence musical selection for specific purposes.
	K-2.MU.Re.7.2 Recognize and respond to foundational musical elements.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	K-2.MU.Re.8.1 Identify and demonstrate expressive qualities and how they support expressive intent through verbal, kinesthetic, written, or artistic means.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	K-2.MU.Re.9.1 Use music terminology in the evaluation of musical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	K-2.MU.Cn.10.1 Express how music relates to self and others
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	K-2.MU.Cn.11.1 Explore the historical and cultural contexts of music as it relates to other disciplines and arts.
	K-2.MU.Cn.11.2 Share various roles of performance participants in various settings.

Theater	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	2.TH.Cr.1.1 Propose potential new details to the literary elements in a guided drama experience.
	2.TH.Cr.1.2 Identify ways in which elements of physical and vocal expression may be used to create or retell a story in a guided drama experience.
	2.TH.Cr.1.3 Collaborate with peers to explore possibilities of the technical element in a guided drama experience.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	2.TH.Cr.2.1 Collaborate with peers to create dialogue that advances a story in a guided drama experience.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	2.TH.Cr.3.1 Collaborate on the adaptation of literary elements within a story for a guided drama experience.
	2.TH.Cr.3.2 Use and adapt elements of physical and vocal expression in a guided drama experience.
	2.TH.Cr.3.3 Collaborate on the technical elements to transform the performance space into the setting for a guided dramatic experience.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	2.TH.Pr.4.1 Interpret literary elements in a guided drama experience.
	2.TH.Pr.4.2 Alter voice and body to investigate character choices in a guided drama experience.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	2.TH.Pr.5.1 Demonstrate the relationship between body, voice, and the imagination in a guided drama experience.
	2.TH.Pr.5.2 Identify the technical elements in a guided drama experience.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	2.TH.Pr.6.1 Participate in group activities through a guided drama experience and informally share with peers.

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>2.TH.Re.7.1 Identify causes and consequences of character action in a guided drama experience.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>2.TH.Re.8.1 Explain how personal experiences affect an audiences' response in a guided drama experience.</p>
	<p>2.TH.Re.8.2 Compare a story from a culture other than the students' to a story from the students' culture through a guided drama experience.</p>
	<p>2.TH.Re.8.3 Utilize words and images to describe how an observer's emotions and choices may compare to those of a character in a guided drama experience.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>2.TH.Re.9.1 Collaborate on scene work with others in a guided drama experience.</p>
	<p>2.TH.Re.9.2 Use props or costumes to describe characters, settings, or events in a guided drama experience.</p>
	<p>2.TH.Re.9.3 Explain how characters respond to challenges in a guided drama experience.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>2.TH.Cn.10.1 Relate character experiences to personal experiences in a guided drama experience.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>2.TH.Cn.11.1 Integrate skills and knowledge from different art forms and content areas to a guided drama experience.</p>
	<p>2.TH.Cn.11.2 Identify similarities and differences in stories from multiple cultures in a guided drama experience.</p>
	<p>2.TH.Cn.11.3 Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.</p>
	<p>2.TH.Cn.11.4 Describe various technical jobs people do in the theater.</p>

Visual Arts	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	2.VA.Cr.1.1 Brainstorm multiple approaches, materials, and tools used in the art-making process. 2.VA.Cr.1.2 Engage in problem-solving driven by personal interests and curiosity.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	2.VA.Cr.2.1 Safely experiment with various materials and tools in creating works of art.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	2.VA.Cr.3.1 Discuss and reflect about choices made in creating artwork using art vocabulary.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	2.VA.Pr.4.1 Explain why some objects, artifacts, and artwork are valued over others
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	2.VA.Pr.5.1 Distinguish between different techniques for preparing artwork for presentation.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	2.VA.Pr.6.1 Analyze how art exhibited inside and outside of school contributes to communities.

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>2.VA.Re.7.1 Identify expressive properties suggested by an artwork.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>2.VA.Re.8.1. Categorize an artwork based on expressive properties.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>2.VA.Re.9.1 Utilize the elements of art to express personal preferences about artwork.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>2.VA.Cn.10.1 Create art that tells a story or expresses a mood about life experiences.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>2.VA.Cn.11.1 Compare and contrast uses of artwork from different cultures throughout time and places.</p>

Third Grade	
Dance	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	3.DA.Cr.1.1 Experiment with a variety of student chosen stimuli for movement.
	3.DA.Cr.1.2 Explore a given movement problem. Select and demonstrate a solution with teacher guidance.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	3.DA.Cr.2.1 Identify and experiment with choreographic devices to create simple movement patterns and dance structures.
	3.DA.Cr.2.2 Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices on the development of the phrase.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	3.DA.Cr.3.1 Revise movement choices in response to feedback to improve a short dance study. Describe the impact of these revisions.
	3.DA.Cr.3.2 Depict directions or and/or spatial pathways in a dance phrase by drawing a picture map or using symbols.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	3.DA.Pr.4.1 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.
	3.DA.Pr.4.2 Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment.
	3.DA.Pr.4.3 Change the use of energy and dynamics by modifying movements. Apply specific characteristics to enhance the effect of their intent.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	3.DA.Pr.5.1 Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
	3.DA.Pr.5.2 Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
	3.DA.Pr.5.3 Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	3.DA.Pr.6.1 Identify the main areas of a performance space using production terminology.
	3.DA.Pr.6.2 Explore simple production elements for a dance performed for an audience in a designated specific performance space.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	3.DA.Re.7.1 Find a movement pattern that creates a movement phrase in a dance work.
	3.DA.Re.7.2 Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	3.DA.Re.8.1 Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	3.DA.Re.9.1 Identify, compare, and contrast dance movements from different genres, styles, or cultures.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	3.DA.Cn.10.1 Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
	3.DA.Cn.10.2 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.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	3.DA.Cn.11.1 Find a relationship between movements in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about the key aspects of the culture, society, or community.

Music	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	3-5.MU.Cr.1.1 Explore and experience musical ideas through rhythmic, melodic, and harmonic phrases.
	3-5.MU.Cr.1.2: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	3-5.MU.Cr.2.1 Create short pieces using musical notations to document personally-developed musical ideas.
	3-5.MU.Cr.2.2 Document musical ideas using musical notations through verbal, written, aural, or technological means.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	3-5.MU.Cr.3.1 Evaluate, refine, and document revisions to personally-developed music, through collaboration and teacher feedback, explaining rationale for any changes.
	3-5.MU.Cr.3.2 Share a final version of personally-developed to peers that demonstrates appropriate expertise.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	3-5.MU.Pr.4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context.
	3-5.MU.Pr.4.2 Demonstrate by reading, singing, or playing an instrument the musical elements of a selected work.
	3-5.MU.Pr.4.3 Investigate musical performance using aural traditions and musical notations.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	3-5.MU.Pr.5.1 Rehearse, identify, and apply strategies to address interpretive, performance, and technical accuracy of music in varied ensembles.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	3-5.MU.Pr.6.1 Demonstrate expressive qualities in performance to convey meaning and intent.
	3-5.MU.Pr.6.2 Identify the importance of the performer and the audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	3-5.MU.Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or context.
	3-5.MU.Re.7.2 Recognize and define grade-appropriate foundational musical elements.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	3-5.MU.Re.8.1 Demonstrate and describe through verbal, kinesthetic, written, or artistic means how expressive qualities are used in performances to reflect expressive intent.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	3-5.MU.Re.9.1 Use music terminology in the analysis and evaluation of musical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	3-5.MU.Cn.10.1 Explain how music relates to self and others.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	3-5.MU.Cn.11.1 Compare the historical and cultural contexts of music with other disciplines.
	3-5.MU.Cn.11.2 Describe roles of performance participants in various settings.

Theater	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	3.TH.Cr.1.1 Create characters, imagined worlds, and improvised stories in a dramatic/theatrical work.
	3.TH.Cr.1.2 Collaborate on how characters might use physical and vocal expression to support the story and given circumstances in a dramatic/theatrical work.
	3.TH.Cr.1.3 Explore and explain ideas for technical elements for the environment and characters in a dramatic/theatrical work.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	3.TH.Cr.2.1 Use imagination to devise original ideas for a dramatic/theatrical work.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	3.TH.Cr.3.1 With peers, revise, refine, and adapt ideas to fit the storyline of a dramatic/theatrical work.
	3.TH.Cr.3.2 Participate in the exploration of physical and vocal expression in a dramatic/theatrical work.
	3.TH.Cr.3.3 Create and design technical elements to support an improvised-dramatic/theatrical work.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	3.TH.Pr.4.1 Collaborate with peers using prompts to identify the elements of dramatic structure in a dramatic/theatrical work.
	3.TH.Pr.4.2 Explore how movement and voice are incorporated into a dramatic/theatrical work.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	3.TH.Pr.5.1 Participate in physical, vocal, and cognitive exercises that can be used in a group setting for a dramatic/theatrical work.
	3.TH.Pr.5.2 Describe various technical elements that can be used in a dramatic/theatrical work.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	3.TH.Pr.6.1 Share a small group dramatic/theatrical work with peers as the audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	3.TH.Re.7.1 Understand and discuss why artistic choices are made in a dramatic/theatrical work.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	3.TH.Re.8.1 Relate personal experiences when participating or observing a dramatic/theatrical work.
	3.TH.Re.8.2 Explore various ways to develop a character using elements of physical and vocal expression, props, and costumes to reflect multiple cultural perspectives in a dramatic/theatrical work.
	3.TH.Re.8.3 Identify the connections that are made between oneself and a character in a dramatic/theatrical work.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	3.TH.Re.9.1 Understand how and why groups evaluate dramatic/theatrical work.
	3.TH.Re.9.2 Consider the effects of technical elements dramatic/theatrical work.
	3.TH.Re.9.3 Identify and interpret problems and situations in a dramatic/theatrical work from an audience perspective.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	3.TH.Cn.10.1 Make connections to community and culture by using personal experiences and knowledge in a dramatic/theatrical work.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	3.TH.Cn.11.1 Identify the connection of real-life situations and other content areas to a dramatic/theatrical work.
	3.TH.Cn.11.2 Explore how stories are adapted from literature to a dramatic/theatrical work.
	3.TH.Cn.11.3 Explore how artists have historically presented similar stories using a variety of art forms.
	3.TH.Cn.11.4 Investigate what actors, designers, directors, and playwrights do.

Visual Arts	
Artistic Process: Creating	
<p>Anchor Standard 1: K-12.Cr.1</p> <p>Generate and develop artistic ideas and work.</p>	<p>3.VA.Cr.1.1 Elaborate independently on an imaginative idea.</p> <p>3.VA.Cr.1.2 Apply knowledge of resources, tools, and technologies to express personal ideas through the art-making process.</p>
<p>Anchor Standard 2: K-12.Cr.2</p> <p>Organize and revise artistic ideas and work.</p>	<p>3.VA.Cr.2.1 Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>3.VA.Cr.2.2 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment.</p>
<p>Anchor Standard 3: K-12.Cr.3</p> <p>Refine and complete artistic ideas and work.</p>	<p>3.VA.Cr.3.1 Elaborate visual information by adding details in an artwork to enhance meaning.</p>

Artistic Process: Performing, Presenting, and Producing	
<p>Anchor Standard 4: K-12.Pr.4</p> <p>Select, analyze, and interpret, artistic ideas and work for presentation.</p>	<p>3.VA.Pr.4.1 Investigate and discuss possibilities and limitations of spaces for exhibiting artwork.</p>
<p>Anchor Standard 5: K-12.Pr.5</p> <p>Develop and refine ideas and work for presentation.</p>	<p>3.VA.Pr.5.1 Prepare works of art for presentation, such as writing artists' statements.</p>
<p>Anchor Standard 6: K-12.Pr.6</p> <p>Convey meaning through the presentation of artistic ideas and work.</p>	<p>3.VA.Pr.6.1 Discuss how different cultures record and illustrate stories and history of life through art.</p>

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>3.VA.Re.7.1 Analyze messages communicated by an artwork.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>3.VA.Re.8.1-Identify messages communicated by an artwork.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>3.VA.Re.9.1 Discuss an artwork based on given criteria.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>3.VA.Cn.10.1 Create art that is motivated by personal observations of surroundings.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>3.VA.Cn.11.1 Discuss how responses to artwork change depending on the time and place it was created.</p>

Fourth Grade	
Dance	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	4.DA.Cr.1.1 Identify and demonstrate ideas for choreography from a variety of stimuli.
	4.DA.Cr.1.2 Develop a movement problem with teacher guidance and manipulate the elements of dance using tools to find a solution.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	4.DA.Cr.2.1 Manipulate or modify choreographic devices to expand movement possibilities. Create and discuss a variety of movement patterns and structures. Discuss movement choices.
	4.DA.Cr.2.2 Develop a dance study that expresses and communicates a main idea. Discuss the reasons for and effectiveness of the movement choices in regard to the main idea.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	4.DA.Cr.3.1 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.
	4.DA.Cr.3.2 Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	4.DA.Pr.4.1 Make static and dynamic shapes with positive and negative space. Perform elevated shapes with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.
	4.DA.Pr.4.2 Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.
	4.DA.Pr.4.3 Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	4.DA.Pr.5.1 Demonstrate fundamental dance skills and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
	4.DA.Pr.5.2 Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.
	4.DA.Pr.5.3 Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues. Reflect on feedback from others to inform personal dance performance goals.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	4.DA.Pr.6.1 Consider how to establish a formal performance space from an informal setting.
	4.DA.Pr.6.2 Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	4.DA.Re.7.1 Find patterns of movement in dance works that create a style or theme.
	4.DA.Re.7.2 Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	4.DA.Re.8.1 Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	4.DA.Re.9.1 Using basic dance terminology, discuss and demonstrate the characteristics that make a dance artistic. Apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice.

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>4.DA.Cn.10.1 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, relationships, ideas or perspectives.</p>
	<p>4.DA.Cn.10.2 Develop and research a question relating to a topic of study in school using multiple references. Select key aspects about a relevant topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>4.DA.Cn.11.1 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.</p>

Music	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	3-5.MU.Cr.1.1 Explore and experience musical ideas through rhythmic, melodic, and harmonic phrases.
	3-5.MU.Cr.1.2: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	3-5.MU.Cr.2.1 Create short pieces using musical notations to document personally-developed musical ideas.
	3-5.MU.Cr.2.2 Document musical ideas using musical notations through verbal, written, aural, or technological means.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	3-5.MU.Cr.3.1 Evaluate, refine, and document revisions to personally-developed music, through collaboration and teacher feedback, explaining rationale for any changes.
	3-5.MU.Cr.3.2 Share a final version of personally-developed to peers that demonstrates appropriate expertise.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	3-5.MU.Pr.4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context.
	3-5.MU.Pr.4.2 Demonstrate by reading, singing, or playing an instrument the musical elements of a selected work.
	3-5.MU.Pr.4.3 Investigate musical performance using aural traditions and musical notations.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	3-5.MU.Pr.5.1 Rehearse, identify, and apply strategies to address interpretive, performance, and technical accuracy of music in varied ensembles.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	3-5.MU.Pr.6.1 Demonstrate expressive qualities in performance to convey meaning and intent.
	3-5.MU.Pr.6.2 Identify the importance of the performer and the audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	3-5.MU.Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or context.
	3-5.MU.Re.7.2 Recognize and define grade-appropriate foundational musical elements.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	3-5.MU.Re.8.1 Demonstrate and describe through verbal, kinesthetic, written, or artistic means how expressive qualities are used in performances to reflect expressive intent.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	3-5.MU.Re.9.1 Use music terminology in the analysis and evaluation of musical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	3-5.MU.Cn.10.1 Explain how music relates to self and others.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	3-5.MU.Cn.11.1 Compare the historical and cultural contexts of music with other disciplines.
	3-5.MU.Cn.11.2 Describe roles of performance participants in various settings.

Theater	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	4.TH.Cr.1.1 Describe the visual details of characters and imagined worlds that support the story and given circumstances in a dramatic/theatrical work.
	4.TH.Cr.1.2 Imagine ways in which the elements of physical and vocal expression by a character might support the story and given circumstances in a dramatic/theatrical work.
	4.TH.Cr.1.3 Explain possible ideas for technical elements that support the story and given circumstances in a dramatic/theatrical work.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	4.TH.Cr.2.1 Collaborate to devise original ideas on presenting a dramatic/theatrical work to peers.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	4.TH.Cr.3.1 Audition, rehearse and refine dramatic/theatrical work.
	4.TH.Cr.3.2 Utilize elements of physical and vocal expression in the preparation of dramatic/theatrical work.
	4.TH.Cr.3.3 Collaborate on solutions to challenges with technical elements that arise in rehearsal for a dramatic/theatrical work.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	4.TH.Pr.4.1 Explore a character's dialogue and actions to better understand and change the story in a dramatic/theatrical work.
	4.TH.Pr.4.2 Make physical and vocal choices to develop a character in a dramatic/theatrical work.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	4.TH.Pr.5.1 Partake in theater games that can be used in a dramatic or theatrical setting.
	4.TH.Pr.5.2 Demonstrate the basic use of technical elements to be used in a dramatic/theatrical work.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	4.TH.Pr.6.1 Share a dramatic/theatrical work with peers as the audience and reflect on the performance.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	4.TH.Re.7.1 Describe the artistic choices made in a dramatic/theatrical work through active observation.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	4.TH.Re.8.1 Compare and contrast personal experiences within a group after participating or observing a dramatic/theatrical work.
	4.TH.Re.8.2 Compare and contrast various ways to develop a character using elements of physical and vocal expression, props, and costumes to reflect multiple cultural perspectives in a dramatic/theatrical work.
	4.TH.Re.8.3 Explore elements of physical and vocal expression or emotions in a dramatic/theatrical work.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	4.TH.Re.9.1 Propose a plan to evaluate a dramatic/theatrical work.
	4.TH.Re.9.2 Examine how technical elements may support a theme or concept in a dramatic/theatrical work.
	4.TH.Re.9.3 Recognize how a character's choices may impact an audience's perspective in a dramatic/theatrical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	4.TH.Cn.10.1 Identify the ways a dramatic/theatrical work reflects the perspectives of a community or culture.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	4.TH.Cn.11.1 Respond to community and social issues while incorporating other content areas in a dramatic/theatrical work.
	4.TH.Cn.11.2 Investigate cross-cultural approaches to storytelling in a dramatic/theatrical work.
	4.TH.Cn.11.3 Identify different theater practices throughout history.
	4.TH.Cn.11.4 Explore what skills are needed to be an actor and playwright.

Visual Arts	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	4.VA.Cr.1.1 Brainstorm and implement multiple approaches to solve an art or design problem. 4.VA.Cr.1.2 Set goals and create artwork that has meaning and purpose to the artist.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	4.VA.Cr.2.1 Explore and invent art-making techniques and approaches. 4.VA.Cr.2.2 Utilize and care for art materials, tools, and equipment in a safe and responsible manner.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	4.VA.Cr.3.1 Refine artwork from insights gained through discussion

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	4.VA.Pr.4.1 Analyze how technologies have impacted the preservation and presentation of artwork.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	4.VA.Pr.5.1 Analyze various considerations for presenting and protecting art in various locations, settings, formats.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	4.VA.Pr.6.1 Compare and contrast purposes of art venues and settings, and the experiences they provide.

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>4.VA.Re.7.1 Summarize messages in an artwork referring to contextual information.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>4.VA.Re.8.1. Discuss components in an artwork that conveys messages.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>4.VA.Re.9.1 Apply one set of criteria to evaluate artwork.</p>

Artistic Process: Responding	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>4.VA.Cn.10.1 Create art that reflects community or cultural traditions.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>4.VA.Cn.11.1 Through observation, infer information about time, place, and culture within an artwork.</p>

Fifth Grade	
Dance	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	5.DA.Cr.1.1 Build choreography using several stimuli.
	5.DA.Cr.1.2 Explore various movement vocabularies to transfer ideas into choreography. Develop choreography to solve multiple movement problems.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	5.DA.Cr.2.1 Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
	5.DA.Cr.2.2 Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	5.DA.Cr.3.1 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.
	5.DA.Cr.3.2 Record changes in a dance sequence through writing, symbols, or a form of media technology.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	5.DA.Pr.4.1 Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.
	5.DA.Pr.4.2 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
	5.DA.Pr.4.3 Contrast bound and free-flowing movements. Motivate movement from a variety of movement initiations

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	5.DA.Pr.5.1 Recall and execute a series of dance phrases using fundamental dance skills.
	5.DA.Pr.5.2 Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.
	5.DA.Pr.5.3 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.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	5.DA.Pr.6.1 Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.
	5.DA.Pr.6.2 Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	5.DA.Re.7.1 Find meaning or artistic intent from the patterns of movement in a dance work.
	5.DA.Re.7.2 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 a style found in a different dance genre, style, or cultural movement practice using basic dance terminology.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	5.DA.Re.8.1 Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	5.DA.Re.9.1 Using basic dance terminology, describe and define the characteristics of dance that make a dance artistic and meaningful. Relate characteristics to the elements of dance in genres, styles, or cultural movement practices.

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>5.DA.Cn.10.1 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.</p>
	<p>5.DA.Cn.10.2 Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create and explain a dance study that expresses the idea.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>5.DA.Cn.11.1 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.</p>

Music	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	3-5.MU.Cr.1.1 Explore and experience musical ideas through rhythmic, melodic, and harmonic phrases.
	3-5.MU.Cr.1.2: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	3-5.MU.Cr.2.1 Create short pieces using musical notations to document personally-developed musical ideas.
	3-5.MU.Cr.2.2 Document musical ideas using musical notations through verbal, written, aural, or technological means.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	3-5.MU.Cr.3.1 Evaluate, refine, and document revisions to personally-developed music, through collaboration and teacher feedback, explaining rationale for any changes.
	3-5.MU.Cr.3.2 Share a final version of personally-developed to peers that demonstrates appropriate expertise.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	3-5.MU.Pr.4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context.
	3-5.MU.Pr.4.2 Demonstrate by reading, singing, or playing an instrument the musical elements of a selected work.
	3-5.MU.Pr.4.3 Investigate musical performance using aural traditions and musical notations.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	3-5.MU.Pr.5.1 Rehearse, identify, and apply strategies to address interpretive, performance, and technical accuracy of music in varied ensembles.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	3-5.MU.Pr.6.1 Demonstrate expressive qualities in performance to convey meaning and intent.
	3-5.MU.Pr.6.2 Identify the importance of the performer and the audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	3-5.MU.Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or context.
	3-5.MU.Re.7.2 Recognize and define grade-appropriate foundational musical elements.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	3-5.MU.Re.8.1 Demonstrate and describe through verbal, kinesthetic, written, or artistic means how expressive qualities are used in performances to reflect expressive intent.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	3-5.MU.Re.9.1 Use music terminology in the analysis and evaluation of musical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	3-5.MU.Cn.10.1 Explain how music relates to self and others.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	3-5.MU.Cn.11.1 Compare the historical and cultural contexts of music with other disciplines.
	3-5.MU.Cn.11.2 Describe roles of performance participants in various settings.

Theater	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	5.TH.Cr.1.1 5.TH.Cr.1.1 Describe facial and body expressions that might reveal a character's internal motivations in a dramatic/theatrical work.
	5.TH.Cr.1.2 Imagine how a character's internal traits might impact the story and given circumstances in a dramatic/theatrical work.
	5.TH.Cr.1.3 Visualize and design-technical elements that support the story and given circumstances in a dramatic/theatrical work.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	5.TH.Cr.2.1 Develop original ideas for a dramatic/theatrical work that reflect collective inquiry about characters and their given circumstances.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	5.TH.Cr.3.1 Rehearse and refine dramatic/theatrical work through repetition and reflection.
	5.TH.Cr.3.2 Use physical and vocal exploration for character development in-dramatic/theatrical work.
	5.TH.Cr.3.3 Create and design solutions to the challenges with technical elements that arise in rehearsal for a dramatic/theatrical work.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	5.TH.Pr.4.1 Justify the actions and dialogue of a character by exploring the thoughts and emotions found in a dramatic/theatrical work.
	5.TH.Pr.4.2 Explore elements of physical and vocal expression to create a meaningful character in a dramatic/theatrical work.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	5.TH.Pr.5.1 Identify acting exercises that can be used in a dramatic/theatrical work.
	5.TH.Pr.5.2 Demonstrate the use of technical elements in a dramatic/theatrical work.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	5.TH.Pr.6.1 Present a dramatic/theatrical work informally to an audience.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	5.TH.Re.7.1 Explain personal reactions to the artistic choices made in a dramatic/theatrical work through active observation.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	5.TH.Re.8.1 Justify responses based on personal experiences when participating in or observing a dramatic/theatrical work.
	5.TH.Re.8.2 Share personal responses based on cultural perspectives dramatic / theatrical work.
	5.TH.Re.8.3 Explore the effects of emotions on elements of physical and vocal expression in a dramatic/theatrical work.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	5.TH.Re.9.1 Consider and apply a plan to evaluate a dramatic theatrical work.
	5.TH.Re.9.2. Identify how technical elements represent the theme or concept of a dramatic/theatrical work.
	5.TH.Re.9.3 Recognize how events and circumstances in a dramatic/theatrical work impact an audience’s perspective of that work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	5.TH.Cn.10.1 Describe how a dramatic/theatrical work connects self to a community or culture.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	5.TH.Cn.11.1 Investigate historical, global, and social issues expressed in a dramatic/theatrical work.
	5.TH.Cn.11.2 Analyze commonalities and differences between stories set in different cultures in a dramatic/theatrical work.
	5.TH.Cn.11.3 Apply historical resources that support a variety of theater terms and practices.
	5.TH.Cn.11.4 Explore what skills are needed to be a director and designer.

Visual Arts	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	5.VA.Cr.1.1 Combine approaches and materials-to generate an innovative idea for art-making. 5.VA.Cr.1.2 Demonstrate diverse methods of artistic inquiry to choose an approach for beginning a work of art.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	5.VA.Cr.2.1 Develop skills in multiple art- making techniques through practice. 5.VA.Cr.2.2 Safely demonstrate quality practice and handling of materials, tools, and equipment.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	5.VA.Cr.3.1 Create artist statements using the elements of art and principles of design to describe personal choices in artmaking.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	5.VA.Pr.4.1 Define the responsibilities of a curator and arts personnel, explaining the knowledge needed in preserving, maintaining, and presenting artwork.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	5.VA.Pr.5.1 Evaluate and refine methods for preparing and presenting artwork.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	5.VA.Pr.6.1 Cite evidence how an exhibition in an art venue or setting presents ideas and provides information about a specific concept or topic.

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>5.VA.Re.7.1 Compare personal interpretation of an artwork with the interpretation of others using the elements of art and principles of design.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>5.VA.Re.8.1 Identify and discuss cultural associations suggested by an artwork.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>5.VA.Re.9.1. Recognize differences in criteria used to evaluate artwork depending on styles, genres, and media.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>5.VA.Cn.10.1 Apply elements of art and principles of design through inventive art- making.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>5.VA.Cn.11.1 Identify how an artwork is used to inform on the beliefs, values, and behaviors of a community or group.</p>

Grades 6-8	
Dance	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	6-8.DA.Cr.1.1 Relate similar and contrasting ideas to develop choreography. Implement movement from a variety of stimuli to develop an original dance.
	6-8.DA.Cr.1.2 Create an original dance using personal preference. Use dance terminology to articulate and justify choices made in movement.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	6-8.DA.Cr.2.1 Collaborate and explore using a variety of choreographic devices and dance structures to develop and choreograph a dance with artistic intent. Articulate the group process for making movement and structural choices.
	6-8.DA.Cr.2.2 Determine, define, and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Evaluate and discuss how the criteria clarifies or intensifies the meaning of the dance.
	6-8.DA.Cr.2.3 Demonstrate the understanding and responsibility of fair use and copyright as applied to the creation and sharing of dance.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	6-8.DA.Cr.3.1 Revise and evaluate choreography collaboratively or independently 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.
	6-8.DA.Cr.3.2 Explore, investigate, and experiment with documentation of a section of a dance by using words, symbols, or media technologies.
Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	6-8.DA.Pr.4.1 Refine partner and ensemble skills in the ability to judge distance and spatial design. Expand movement vocabulary of floor and air pattern designs. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary. Including differently designed shapes and movements for interest and contrast. Maintain focus with partner or group in near or far space. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

Artistic Process: Performing, Presenting, and Producing	
<p>Anchor Standard 4: K-12.Pr.4</p> <p>Select, analyze, and interpret, artistic ideas and work for presentation.</p>	<p>6-8.DA.Pr.4.2 Use a combination of sudden and sustained timing as it relates to both the time and dynamics of a dance phrase or dance work. Vary and analyze durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually. Accurately use accented and unaccented beats in a variety of meters. Use different tempi in different body parts at the same time.</p>
	<p>6-8.DA.Pr.4.3 Use internal impulse movement initiation and dynamic expression. Distinguish between bound and free flow movements and apply them to technique exercises and dance phrases. Compare and contrast movement characteristics from a variety of dance genres or styles. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance using them.</p>
<p>Anchor Standard 5: K-12.Pr.5</p> <p>Develop and refine ideas and work for presentation.</p>	<p>6-8.DA.Pr.5.1 Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. Apply body-use strategies to accommodate physical maturational development to technical dance skills. Accurately execute changes of direction, levels, facing, pathways, elevations and landings, extensions of limbs, and movement transitions.</p>
	<p>6-8.DA.Pr.5.2 Apply basic anatomical principles, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss benefits of practices, and how choices enhance performance, and methods for improvement.</p>
	<p>6-8.DA.Pr.5.3 Collaborate with peers and ensemble to practice and refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Discover strategies for achieving performance accuracy, clarity, and expressiveness. Develop group performance expectations through observation and analysis. Solve movement problems to dances by testing options and finding good results. Articulate personal performance goals and practice to reach goals. Document personal improvement over time.</p>

Artistic Process: Performing, Presenting, and Producing	
<p>Anchor Standard 6: K-12.Pr.6</p> <p>Convey meaning through the presentation of artistic ideas and work.</p>	<p>6-8.DA.Pr.6.1 Recognize and recommend needs and adapt movements to a performance area. Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.</p>
	<p>6-8.DA.Pr.6.2 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. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations. 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.</p>

Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>6-8.DA.Re.7.1 Describe, demonstrate and compare and contrast patterns of movement and their relationships to artistic intent.</p>
	<p>6-8.DA.Re.7.2 Explain and compare 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>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>6-8.DA.Re.8.1 Select and compare different dances and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite elements of the artistic expression in the dance to support the interpretation using genre specific dance terminology.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>6-8.DA.Re.9.1 Using genre specific dance terminology and artistic criteria, compare artistic intent, content, and context from a variety of dances to examine the characteristics of each and determine what makes an effective performance.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>6-8.DA.Cn.10.1 Compare, contrast, and relate movement characteristics and connections between dance genres. Discuss the relevance of the connections to the development of one's personal perspectives.</p>
	<p>6-8.DA.Cn.10.2 Investigate two contrasting topics, such as historical development of a dance genre or an issue of great interest, using a variety of research methods. Create a dance study exploring the contrasting ideas. Document the process of research and application.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>6-8.DA.Cn.11.1 Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</p>

Music	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	6-8.MU.Cr.1.1 Create musical ideas for simple rhythmic and melodic phrases.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	6-8.MU.Cr.2.1 Select, revise, and preserve previously created musical ideas.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	6-8.MU.Cr.3.1 Evaluate and refine musical ideas based on knowledge, skill, and teacher-provided criteria.
	6-8.MU.Cr.3.2 Share personally-developed musical ideas, individually or as an ensemble.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	6-8.MU.Pr.4.1 Demonstrate and explain how the selection of repertoire is influenced by personal interest, knowledge, and context, as well as their personal and others' musicianship skills.
	6-8.MU.Pr.4.2 Compare, and explain the structure of contrasting repertoire.
	6-8.MU.Pr.4.3 Read and identify standard symbols for musical elements.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	6-8.MU.Pr.5.1 Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform in varied ensembles.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	6-8.MU.Pr.6.1 Perform repertoire with technical accuracy, and expressive qualities, intent to convey meaning and intent.
	6-8.MU.Pr.6.2 Identify intent as a means for connecting with an audience through musical work.

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	6-8.MU.Re.7.1 Select personal music choices based on interests and experiences.
	6-8.MU.Re.7.2 Describe how musical elements and expressive qualities relate to structures of pieces.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	6-8.MU.Re.8.1 Describe how expressive qualities relate to structures of pieces.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	6-8.MU.Re.9.1 With guidance, apply teacher-provided or personally-developed criteria to evaluate musical work.

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	6-8.MU.Cn.10.1 Demonstrate how interests, knowledge, and skills can relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	6-8.MU.Cn.11.1 Analyze relationships between music, other arts, other disciplines, historical and cultural contexts, and daily life.
	6-8.MU.Cn.11.2 Identify and demonstrate the different roles of performance participants in various settings.

Theater	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	6-8.TH.Cr.1.1 Investigate and apply multiple perspectives and solutions to performance problems in a dramatic/theatrical work.
	6-8.TH.Cr.1.2 Explore and develop a character by articulating the character’s inner thoughts, objectives, and motivations in a dramatic/theatrical work.
	6-8.TH.Cr.1.3 Identify and explore multiple perspectives and solutions to the challenges of the technical elements within a dramatic/theatrical work.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	6-8.TH.Cr.2.1 Articulate and apply script analysis, personal experience, and research in historical, social, and cultural contexts to the development of a dramatic/theatrical work.
	6-8.TH.Cr.2.2 Demonstrate mutual respect for self and others by sharing leadership and responsibilities to develop collaborative goals in a dramatic/theatrical work.
	6-8.TH.Cr.2.3 Demonstrate an understanding of copyrights and consequences for violating copyright laws.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	6-8.TH.Cr.3.1 Demonstrate focus and concentration in the rehearsal process to analyze and revise choices in dramatic/theatrical work.
	6-8.TH.Cr.3.2 Identify, develop, and refine elements of physical, vocal, and psychological traits of characters in theatrical work.
	6-8.TH.Cr.3.3 Explore and implement the elements of technical design utilizing simple technology during the rehearsal process of a dramatic/theatrical work.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	6-8.TH.Pr.4.1 Identify and explore essential literary elements and various staging choices to enhance the story in a dramatic/theatrical work.
	6-8.TH.Pr.4.2 Experiment using various character objectives, motives, and tactics in a scene to overcome obstacles in a dramatic/theatrical work.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	6-8.TH.Pr.5.1 Recognize and participate in a variety of theater games and acting techniques that can be used in rehearsal or performance of a dramatic/theatrical work.
	6-8.TH.Pr.5.2 Identify and utilize a variety of technical elements to create a design that can be applied to a dramatic/theatrical work.

<p>Anchor Standard 6: K-12.Pr.6</p> <p>Convey meaning through the presentation of artistic ideas and work.</p>	<p>6-8.TH.Pr.6.1 Audition, participate, and rehearse a dramatic/theatrical work to be shared with an audience in a performance setting.</p>
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Artistic Process: Responding	
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>6-8.TH.Re.7.1 Compare and contrast personal and peer reactions to the evaluation of artistic choices made in a dramatic/theatrical work.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>6-8.TH.Re.8.1 Compare and contrast personal experiences within a group and choose the most appropriate based on textual evidence when participating in a dramatic/theatrical work.</p>
	<p>6-8.TH.Re.8.2 Explain how cultural perspectives influence the evaluation of a dramatic/theatrical work.</p>
	<p>6-8.TH.Re.8.3 Identify and apply personal aesthetics, preferences, and beliefs to discuss and evaluate a dramatic/theatrical work.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>6-8.TH.Re.9.1 Explain preferences to evaluate a dramatic/theatrical work using personal experiences and aesthetics.</p>
	<p>6-8.TH.Re.9.2 Identify aesthetic choices used to create the technical elements in a dramatic/theatrical work.</p>
	<p>6-8.TH.Re.9.3 Identify how a dramatic/theatrical work may impact an audience and assess the intended purpose of that work.</p>

Artistic Process: Connecting	
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>6-8.TH.Cn.10.1 Describe how the actions and motivations of characters impact perspectives and diverse community ideas by examining an issue through a dramatic/theatrical work.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>6-8.TH.Cn.11.1 Incorporate different forms of arts to examine contemporary social, cultural, or global issues in a dramatic/theatrical work.</p>
	<p>6-8.TH.Cn.11.2 Compare and contrast the visual and verbal worlds of two different versions of the same play.</p>
	<p>6-8.TH.Cn.11.3 Research the time period and artifacts from a particular location to articulate performance and design choices in a dramatic/theatrical work.</p>
	<p>6-8.TH.Cn.11.4 Investigate and identify various opportunities in theater related careers both on and off stage.</p>

Visual Arts	
Artistic Process: Creating	
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	6-8.VA.Cr.1.1 Brainstorm and apply multiple approaches to overcome creative blocks with chosen media.
	6-8.VA.Cr.1.2 Individually or collaboratively investigate techniques and media to develop a plan for artistic work.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	6-8.VA.Cr.2.1 Experiment with techniques and demonstrate innovative risk-taking during the art-making process.
	6-8.VA.Cr.2.2 Demonstrate proper techniques for conservation, care, and cleanup of art materials, tools, and equipment.
	6-8.VA.Cr.2.3 Apply artistic foundations, the elements of art, and the principles of design, to produce that clearly communicates information or ideas.
	6-8.VA.Cr.2.4 Demonstrate the understanding and responsibility of fair use and copyright as applied to the creation and sharing of art.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	6-8.VA.Cr.3.1 Analyze, discuss, and reflect on art after seeking feedback to determine revisions and completion.
	6-8.VA.Cr.3.2 Refine artwork by emphasizing particular elements to reflect an understanding of purpose, audience, or place.
	6-8.VA.Cr.3.3 Demonstrate adaptability using tools, techniques, and content in standard and experimental ways to communicate intent in the creation of artwork.

Artistic Process: Performing, Presenting, and Producing	
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	6-8.VA.Pr.4.1 Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
	6-8.VA.Pr.4.2 Develop and apply criteria for evaluating a collection of artwork for presentation.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	6-8.VA.Pr.5.1 Individually or collaboratively prepare and present artwork with the consideration of the viewer's needs and the format of the exhibit.

Anchor Standard 6: K-12.Pr.6	6-8.VA.Pr.6.1 Assess an art exhibit to understand how and why art may influence ideas, beliefs, and experiences.
Convey meaning through the presentation of artistic ideas and work.	

Artistic Process: Responding	
Anchor Standard 7: K-12.Re.7	6-8.VA.Re.7.1 Describe how an artist’s choices are influenced by culture, environment, and experiences.
Perceive and analyze artistic ideas and work.	6-8.VA.Re.7.2 Analyze and interpret how visual imagery influences the viewer’s ideas, emotions, and actions.
Anchor Standard 8: K-12.Re.8	6-8.VA.Re.8.1 Interpret the subject matter, art-making approaches, genre, and the context in which the art was created to understand meaning and mood of art.
Interpret intent and meaning in artistic ideas and work.	
Anchor Standard 9: K-12.Re.9	6-8.VA.Re.9.1 Utilizing established criteria, formulate a logical and convincing critique of artwork.
Apply criteria to evaluate artistic ideas and work.	

Artistic Process: Connecting	
Anchor Standard 10: K-12.Cn.10	6-8.VA.Cn.10.1 Individually or collaboratively create art to reflect current interests, concerns, events, community, or group identity.
Synthesize related knowledge with personal experiences to make artistic work.	
Anchor Standard 11: K-12.Cn.11	6-8.VA.Cn.11.1 Analyze how artwork reflects the history, values, and cultural identity of a community or group.
Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	6-8.VA.Cn.11.2 Understand how art from the past and present represents history and has evolved over time. Discuss how past and present art, artists, and genres influence personal art.

Grades 9-12		
Dance		
Artistic Process: Creating		
	Proficient	Advanced
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	HSp.DA.Cr.1.1 Explore and develop an improvisational or choreographed dance. Analyze the process and the relationship between the stimuli and the movement.	HSa.DA.Cr.1.1 Experiment and take risks to discover personal expression and artistic intent through dance.
	HSp.DA.Cr.1.2 Choreograph an original dance using personal preferences and several dance genres/styles. Compare personal choices to those made by well-known choreographers.	HSa.DA.Cr.1.2 Choreograph an original dance expanding personal preferences. Discover and analyze the effectiveness of artistic choices.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	HSa.DA.Cr.2.1 Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.	HSa.DA.Cr.2.1 Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
	HSp.DA.Cr.2.2 Develop an artistic statement that reflects a personal aesthetic for an original dance. Select, demonstrate, and discuss movements that support the artistic statement.	HSa.DA.Cr.2.2 Construct an artistic statement that communicates a personal, cultural and artistic perspective.
	HSp.DA.Cr.2.3 Demonstrate awareness of ethical implications of making and distributing creative work	HSa.DA.Cr.2.3 Demonstrate responsible and ethical choices in the creation and circulation of creative work.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	HSp.DA.Cr.3.1 Clarify the artistic intent of a dance by manipulating and refining choreographic devices and dance structures based on established artistic criteria, self-reflection, and feedback from others. Analyze and evaluate impact of choices made in the revision process.	HSa.DA.Cr.3.1 Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.

	<p>HSp.DA.Cr.3.2 Compare different types of documentation of a section of a dance using writing, symbols, or media technologies.</p>	<p>HSa.DA.Cr.3.2 Develop and document a dance by writing, a form of notation symbols, or media technologies.</p>
Artistic Process: Performing, Presenting, and Producing		
	Proficient	Advanced
<p>Anchor Standard 4: K-12.Pr.4</p> <p>Select, analyze, and interpret, artistic ideas and work for presentation.</p>	<p>HSp.DA.Pr.4.1 Develop and expand partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Dance alone and with others with spatial intention. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p>	<p>HSa.DA.Pr.4.1 Modulate 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.</p>
	<p>HSp.DA.Pr.4.2 Use syncopation and accent movements related to different tempi. Perform dance studies and compositions that use time and tempo in unpredictable ways. Take rhythmic cues from different aspects of accompaniment. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.” Integrate breath phrasing with metric and kinesthetic phrasing.</p>	<p>HSa.DA.Pr.4.2 Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms at the same time. Work with and against rhythm of accompaniment or sound environments.</p>
	<p>HSp.DA.Pr.4.3 Connect energy and dynamics to movements by applying them in and through all parts of the body. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase. Develop total body awareness so that movement</p>	<p>HSa.DA.Pr.4.3 Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>

	phrases demonstrate variances of energy and dynamics.	
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Artistic Process: Performing, Presenting, and Producing		
	Proficient	Advanced
<p>Anchor Standard 5: K-12.Pr.5</p> <p>Develop and refine ideas and work for presentation.</p>	<p>HSp.DA.Pr.5.1 Embody technical dance skills to retain and execute complex spatial rhythmic and dynamic sequences to meet performance goals.</p>	<p>HSa.DA.Pr.5.1 Dance with sensibility toward other dancers, applying body mind principles to technical dance skills and complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p>
	<p>HSp.DA.Pr.5.2 Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement.</p>	<p>HSa.DA.Pr.5.2 Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p>
	<p>HSp.DA.Pr.5.3 Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry and formed by personal performance goals. Use a variety of strategies to analyze and evaluate performances of self and others. Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<p>HSa.DA.Pr.5.3 Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence. Reflect on personal achievements.</p>

Artistic Process: Performing, Presenting, and Producing		
	Proficient	Advanced
<p>Anchor Standard 6: K-12.Pr.6</p> <p>Convey meaning through the presentation of artistic ideas and work.</p>	<p>Has.DA.Pr.6.1 Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain journal documenting efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production.</p>	<p>HSa.DA.Pr.6.1 Demonstrate leadership qualities when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p>
	<p>HSp.DA.Pr.6.2 Evaluate and plan possible designs for the production elements of a performance and select and execute the ideas that would intensify, fulfill, and heighten the artistic intent of the dance. 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.</p>	<p>HSa.DA.Pr.6.2 Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.</p>

Artistic Process: Responding		
	Proficient	Advanced
<p>Anchor Standard 7: K-12.Re.7</p> <p>Perceive and analyze artistic ideas and work.</p>	<p>HSp.DA.Re.7.1 Analyze recurring patterns of movement and their relationships to artistic intent.</p>	<p>HSa.DA.Re.7.1 Analyze dance works from a variety of dance genres and styles. Explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p>
	<p>HSp.DA.Re.7.2 Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<p>HSa.DA.Re.7.2 Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices using genre-specific dance terminology.</p>
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>HSp.DA.Re.8.1 Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p>	<p>HSa.DA.Re.8.1 Discuss, analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices using genre specific dance terminology.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>HSp.DA.Re.9.1 Using genre-specific dance terminology, compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives.</p>	<p>HSa.DA.Re.9.1 Define personal artistic preferences to critique dance. Discuss perspectives with peers and justify views. Consider societal and personal values, and a range of artistic expression.</p>

Artistic Process: Connecting		
	Proficient	Advanced
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>HSp.DA.Cn.10.1</p> <p>Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspective expressed by the choreographer may impact interpretation and provide evidence to support this analysis. Analyze a dance that is related to content learned in other subject areas and research its context. Synthesize information learned and share new ideas about this impact on personal perspective.</p>	<p>HSa.DA.Cn.10.1</p> <p>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.</p>
	<p>HSp.DA.Cn.10.2</p> <p>Collaboratively identify and research a dance related question or problem. 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 or in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>	<p>HSa.DA.Cn.10.2</p> <p>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.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>HSp.DA.Cn.11.1</p> <p>Analyze dances from several genres or styles, historical time periods, 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.</p>	<p>HSa.DA.Cn.11.1</p> <p>Analyze dances from several genres or styles, historical time periods, 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. Explain how the analysis has expanded one's dance literacy and</p>

		interests in further dance study and/or career exploration in dance.
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Music			
Artistic Process: Creating			
	Novice	Intermediate	Accomplished
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	HSn.MU.Cr.1.1 Create musical ideas based on characteristics of other music or texts.	HSi.MU.Cr.1.1 Create musical ideas for specific purposes.	HSa.MU.Cr.1.1 Create musical ideas for specific purposes and contexts.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	HSn.MU.Cr.2.1 Select, revise, and preserve previously created musical ideas based on characteristics of other music or texts.	HSi.MU.Cr.2.1 Select, revise, and preserve previously created musical ideas for specific purposes.	HSa.MU.Cr.2.1 Select, organize, revise, and preserve previously created musical ideas into a complete work for specific purposes and contexts.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	HSn.MU.Cr.3.1 Evaluate and refine draft musical ideas based on teacher-provided or collaboratively-developed criteria.	HSi.MU.Cr.3.1 Evaluate and refine musical ideas based on teacher-provided or collaboratively-developed criteria, including the extent to which specific purposes were addressed.	HSa.MU.Cr.3.1 Evaluate and refine musical ideas based on personally- or collaboratively-developed criteria including the extent to which specific purposes and contexts were addressed.
	HSn.MU.Cr.3.2 Share personally-developed musical ideas that demonstrate understanding of creating music based upon characteristics of other music or texts.	HSi.MU.Cr.3.2 Share personally-developed musical ideas that demonstrate understanding of creating music for specific purposes.	HSa.MU.Cr.3.2 Share personally-developed musical ideas that demonstrate understanding of creating music for specific purposes and contexts.

Artistic Process: Performing, Presenting, and Producing			
	Novice	Intermediate	Accomplished
<p>Anchor Standard 4: K-12.Pr.4</p> <p>Select, analyze, and interpret, artistic ideas and work for presentation.</p>	<p>HSn.MU.Pr.4.1 Select diverse repertoire based upon interest, performers' musicianship skills, and setting of performance.</p>	<p>HSi.MU.Pr.4.1 Explain the criteria used to select diverse repertoire, performers' musicianship skills, and setting and purpose of performance.</p>	<p>HSa.MU.Pr.4.1 Develop and apply criteria to select diverse repertoire, performers' musicianship skills, and setting and purpose of performance.</p>
	<p>HSn.MU.Pr.4.2 Analyze how musical elements inform musical work.</p>	<p>HSi.MU.Pr.4.2 Analyze how musical elements, performance practices, and purpose inform musical work.</p>	<p>HSa.MU.Pr.4.2 Analyze how musical elements, performance practices, purpose, and context inform musical work.</p>
	<p>HSn.MU.Pr.4.3. Identify expressive qualities in diverse repertoire that relate to expressive intent.</p>	<p>HSi.MU.Pr.4.3 Identify, interpret, and demonstrate expressive qualities in diverse repertoire that relate to expressive intent.</p>	<p>HSa.MU.Pr.4.3 Analyze, interpret, and demonstrate context and expressive intent in diverse repertoire.</p>
<p>Anchor Standard 5: K-12.Pr.5</p> <p>Develop and refine ideas and work for presentation.</p>	<p>HSn.MU.Pr.5.1 Apply teacher-provided criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.</p>	<p>HSi.MU.Pr.5.1 Apply collaboratively-developed criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.</p>	<p>HSa.MU.Pr.5.1 Apply personally and collaboratively developed criteria in response to self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.</p>

Artistic Process: Performing, Presenting, and Producing			
	Novice	Intermediate	Accomplished
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	HSn.MU.Pr.6.1 Present musical work with appropriate technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire.	HSi.MU.Pr.6.1 Present musical work with refined technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire.	HSa.MU.Pr.6.1 Present musical work with mature technical accuracy and apply expressive intent through individual and ensemble performances of a diverse repertoire.
	HSn.MU.Pr.6.2 Demonstrate an understanding of intent as a means for connecting with an audience through musical work.	HSi.MU.Pr.6.2 Demonstrate an awareness of the context of music through musical work.	HSa.MU.Pr.6.2 Demonstrate an ability to connect with audience members while engaging with them during musical work.

Artistic Process: Responding			
	Novice	Intermediate	Accomplished
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	HSn.MU.Re.7.1 Explain reasons for selecting music, citing musical elements, performance practices, and connections to interest, purpose, and context.	HSi.MU.Re.7.1 Apply collaboratively-created criteria to select music for a variety of purposes, justifying choices by citing musical elements, performance practices, purpose, and context.	HSa.MU.Re.7.1 Use collaborative research and personally-developed criteria to justify choices made when selecting music, citing musical elements, performance practices, and individual and ensemble purpose and context.
	HSn.MU.Re.7.2 Identify musical elements and performance practices that inform a response to selected music.	HSi.MU.Re.7.2 Identify and explain how context, musical elements and performance practices inform a response to selected music.	HSa.MU.Re.7.2 Explain and demonstrate how context, musical elements, performance practices, and personal decisions inform a response to selected music.

Artistic Process: Responding			
	Novice	Intermediate	Accomplished
<p>Anchor Standard 8: K-12.Re.8</p> <p>Interpret intent and meaning in artistic ideas and work.</p>	<p>HSn.MU.Re.8.1 Identify musical elements and performance practices creators and performers use for expressive intent.</p>	<p>HSi.MU.Re.8.1 Identify and explain how musical elements and performance practices are used for expressive intent by creators and performers.</p>	<p>HSa.MU.Re.8.1 Justify personal-interpretations of creators' and performers' expressive intent by comparing and synthesizing varied researched sources.</p>
<p>Anchor Standard 9: K-12.Re.9</p> <p>Apply criteria to evaluate artistic ideas and work.</p>	<p>HSn.MU.Re.9.1 Using teacher-provided criteria, evaluate musical work.</p>	<p>HSi.MU.Re.9.1 Using personally and collaboratively-developed criteria, evaluate musical work.</p>	<p>HSa.MU.Re.9.1 Justify, using personally and collaboratively developed criteria, the evaluation of musical work.</p>

Artistic Process: Connecting			
	Novice	Intermediate	Accomplished
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>HSn.MU.Cn.10.1 Identify and perceive how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>HSi.MU.Cn.10.1 Analyze and characterize how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>HSa.MU.Cn.10.1 Evaluate and justify how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>HSn.MU.Cn.11.1 Identify and perceive relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>	<p>HSi.MU.Cn.11.1 Analyze and characterize relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>	<p>HSa.MU.Cn.11.1 Evaluate and justify relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>
	<p>HSn.MU.Cn.11.2 Identify and demonstrate different roles of performance participants in various settings.</p>	<p>HSi.MU.Cn.11.2 Analyze and demonstrate different roles of performance participants in various settings.</p>	<p>HSa.MU.Cn.11.2 Evaluate and demonstrate different roles of performance participants in various settings.</p>

Theater		
Artistic Process: Creating		
	Proficient	Advanced
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	HSp.TH.Cr.1.1 Apply historical, cultural, and social research to construct ideas about a unified dramatic concept in a dramatic/theatrical work.	HSa.TH.Cr.1.1 Synthesize knowledge from a variety of theater practices and technologies to create the unified dramatic concept of a dramatic/theatrical work.
	HSp.TH.Cr.1.2 Use script analysis to generate ideas about a character that is believable and authentic in a dramatic/ theatrical work.	HSa.TH.Cr.1.2 Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a dramatic/theatrical work.
	HSp.TH.Cr.1.3 Explore and understand the impact of technology on design choices in a dramatic/theatrical work.	HSa.TH.Cr.1.3 Complete a design for a dramatic/ theatrical work that incorporates the elements of technical theater.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	HSp.TH.Cr.2.1 Explore and refine a dramatic concept from original ideas through-historical, social, and cultural research for a dramatic/theatrical work.	HSa.TH.Cr.2.1 Develop and synthesize a dramatic/ theatrical work from original ideas utilizing historical, social, and cultural research.
	HSp.TH.Cr.2.2 Investigate the collaborative nature of a creative team exploring their interdependent roles in a dramatic/ theatrical work.	HSa.TH.Cr.2.2 Cooperate and collaborate as a creative team to discover solutions and make choices in a dramatic/ theatrical work.
	HSp.TH.Cr.2.3 Demonstrate an understanding of copyright laws and the need to obtain licensure and permission to make changes to the script or record the production.	HSa.TH.Cr.2.3 Demonstrate an understanding of ownership of intellectual property and copyrighted materials, the processes involved in obtaining copyrights for their own work, how and why securing multiple types of licenses is required depending upon the situation, and the implications and consequences of not doing so.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	HSp.TH.Cr.3.1 Using the rehearsal process and theatrical staging practices, analyze the dramatic concept and technical elements of and dramatic/ theatrical work.	HSa.TH.Cr.3.1 Refine and re-imagine style, genre, form and staging practices to transform dramatic/theatrical work through the rehearsal process.

	<p>HSp.TH.Cr.3.2 Use research and script analysis, to revise physical, vocal, and psychological choices impacting the believability and relevance of elements of dramatic/theatrical work.</p>	<p>HSa.TH.Cr.3.2 Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a dramatic/theatrical work.</p>
	<p>HSp.TH.Cr.3.3 Through the rehearsal process, refine the technical elements and design choices that enhance the story and emotional impact of a dramatic/theatrical work.</p>	<p>HSa.TH.Cr.3.3 Apply a high level of technical proficiencies to the performance of dramatic/theatrical work that supports the story.</p>

Artistic Process: Performing, Presenting, and Producing		
	Proficient	Advanced
<p>Anchor Standard 4: K-12.Pr.4</p> <p>Select, analyze, and interpret, artistic ideas and work for presentation.</p>	<p>HSp.TH.Pr.4.1 Examine how the relationships of the characters help tell the story of a dramatic/theatrical work.</p>	<p>HSa.TH.Pr.4.1 Discover how unique choices shape believable and sustainable characters in a dramatic/theatrical work by applying research from a director's point of view.</p>
	<p>HSp.TH.Pr.4.2 Develop character choices by examining the given circumstances and incorporating the director's concept in a dramatic/theatrical work.</p>	<p>HSa.TH.Pr.4.2 Utilize the script, the director's concept, and acting techniques to create character choices that are believable, authentic and relevant in a dramatic/theatrical work.</p>
<p>Anchor Standard 5: K-12.Pr.5</p> <p>Develop and refine ideas and work for presentation.</p>	<p>HSp.TH.Pr.5.1 Rehearse and refine a range of acting techniques and skills to create a believable and sustainable performance.</p>	<p>HSa.TH.Pr.5.1 Employ and justify a collection of acting techniques to prepare and sustain a believable, authentic, and relevant performance.</p>
	<p>HSp.TH.Pr.5.2 Apply researched technical elements to increase the impact of a design for a dramatic/theatrical work.</p>	<p>HSa.TH.Pr.5.2 Explain and justify the selection of technical elements used to create and build a design that communicates the concept of the dramatic/theatrical work.</p>
<p>Anchor Standard 6: K-12.Pr.6</p> <p>Convey meaning through the presentation of</p>	<p>HSp.TH.Pr.6.1 Using creative processes, rehearse and perform a scripted drama for a specific-audience.</p>	<p>HSa.TH.Pr.6.1 Use dramatic elements and creative perspectives of the playwright, director, and designer to produce and perform a dramatic/theatrical work for an audience.</p>

artistic ideas and work.		
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Artistic Process: Responding		
	Proficient	Advanced
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	HSp.TH.Re.7.1 Recognize the validity of multiple interpretations and justify personal reactions to artistic choices made in a dramatic/theatrical work.	HSa.TH.Re.7.1 Demonstrate an understanding of multiple interpretations and how each might be used to influence future artistic choices in dramatic/theatrical work.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	HSp.TH.Re.8.1 Analyze artistic choices developed from personal experiences and create criteria to support it for a dramatic/theatrical work.	HSa.TH.Re.8.1 Apply personal experiences, textual evidence, and appropriate criteria to revise personal work and/or interpret the work of others when participating in a dramatic/theatrical work.
	HSp.TH.Re.8.2 Identify and compare personal experiences with cultural perspectives in understanding a dramatic/theatrical work.	HSa.TH.Re.8.2 Analyze and articulate personal experiences with cultural perspective in understanding a dramatic/theatrical work.
	HSp.TH.Re.8.3 Compare personal and multiple aesthetics, preferences, and beliefs through participation or observation of a dramatic/theatrical work.	HSa.TH.Re.8.3 Explain how aesthetic preferences, and beliefs are used to create a context for critical research that informs artistic decisions in a dramatic/theatrical work.
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	HSp.TH.Re.9.1 Make connections of a dramatic/theatrical work to other art forms.	HSa.TH.Re.9.1 Make connections of a dramatic/theatrical work to other art forms to support and evaluate the artistic choices.
	HSp.TH.Re.9.2 Consider personal aesthetics and knowledge of technical elements to	HSa.TH.Re.9.2 Interpret and evaluate multiple aesthetic perspectives of the

	create meaning in a dramatic/theatrical work with respect to other interpretations.	technical elements for the same or similar dramatic/theatrical work.
	HSp.TH.Re.9.3 Develop a deeper understanding and appreciation of a dramatic/theatrical work by examining how dramatic work communicates to an audience for a specific purpose.	HSa.TH.Re.9.3 Develop and apply a deeper understanding and appreciation of theater by examining how a dramatic/theatrical work communicates to an audience for a specific purpose.

Artistic Process: Connecting		
	Proficient	Advanced
Anchor Standard 10: K-12.Cn.10 Synthesize related knowledge with personal experiences to make artistic work.	HSp.TH.Cn.10.1 Choose and interpret a dramatic/theatrical work to reflect or question cultural perspectives, community ideas, or personal beliefs.	HSa.TH.Cn.10.1 Using personal, community, and cultural perspectives, collaborate on a dramatic/theatrical work that examines a critical issue.
Anchor Standard 11: K-12.Cn.11 Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.	HSp.TH.Cn.11.1 Integrate knowledge from different art forms and other disciplines to develop a cross-cultural dramatic/theatrical work.	HSa.TH.Cn.11.1 Create an original work that provides a new perspective on cultural, global, and/or historic belief systems.
	HSp.TH.Cn.11.2 Research how other artists apply creative processes to formulate original choices in the development of a dramatic/theatrical work.	HSa.TH.Cn.11.2 Using the social and cultural background of a dramatic/theatrical work explore how personal beliefs and biases can affect the interpretation of a dramatic/theatrical work.
	HSp.TH.Cn.11.3 Using theater research methods, critically interpret the creative choices made in a dramatic/theatrical work.	HSa.TH.Cn.11.3 Present and support an opinion about the social, cultural, and historical understandings of a dramatic/theatrical work based on research.
	HSp.TH.Cn.11.4 Research criteria necessary for admission into various theater-related professions	HSa.TH.Cn.11.4 Develop and implement a plan for employment or further education, in a theater related career, through audition, interview, or presentation of a portfolio.

Visual Arts		
Artistic Process: Creating		
	Proficient	Advanced
Anchor Standard 1: K-12.Cr.1 Generate and develop artistic ideas and work.	HSp.VA.Cr.1.1 Use multiple approaches to begin creative endeavors.	HSa.VA.Cr.1.1 Visualize and hypothesize to generate plans for ideas and directions for creating art and design.
	HSp.VA.Cr.1.2 Identify creative problems based on student’s existing artwork.	HSa.VA.Cr.1.2 Choose from a range of materials and methods of artistic practices, following or breaking established conventions, to plan the making of a series of works of art and design based on a theme, idea, or concept.
Anchor Standard 2: K-12.Cr.2 Organize and revise artistic ideas and work.	HSp.VA.Cr.2.1 Use artistic investigation to choose from a range of materials and methods without having a preconceived plan.	HSa.VA.Cr.2.1 Through experimentation, practice, and persistence, synthesize skills and knowledge in a chosen media.
	HSp.VA.Cr.2.2 Demonstrate responsible choices in the use of materials, tools, and equipment in the creation of artwork.	HSa.VA.Cr.2.2 Explain how materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
	HSp.VA.Cr.2.3 Collaboratively develop an installation, or space design.	HSa.VA.Cr.2.3 Construct works of art which transform the perception and experience of a particular place.
	HSp.VA.Cr.2.4 Demonstrate awareness of ethical implications of making and distributing creative work.	HSa.VA.Cr.2.4 Demonstrate responsible choices in the use of images and the creation and circulation of creative work.
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	HSp.VA.Cr.3.1 Apply relevant criteria, elements or principles to examine, reflect on, and plan revisions for works of art and design in progress.	HSa.VA.Cr.3.1 Reflect on and explain important information about personal artwork.
	HSp.VA.Cr.3.2 Self-evaluate, through reflecting, revising, and refining works of art in response to personal artistic vision or audience.	HSa.VA.Cr.3.2 Engage in constructive critique with peers, then reflect, revise, and refine works of art in response to personal artistic vision or audience.

Artistic Process: Creating		
	Proficient	Advanced
Anchor Standard 3: K-12.Cr.3 Refine and complete artistic ideas and work.	HSp.VA.Cr.3.3 Demonstrate flexibility and innovation through tools, techniques, and content to communicate intent in the creation artwork.	HSa.VA.Cr.3.3 Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the creation of artwork.

Artistic Process: Performing, Presenting, and Producing		
	Proficient	Advanced
Anchor Standard 4: K-12.Pr.4 Select, analyze, and interpret, artistic ideas and work for presentation.	HSp.VA.Pr.4.1 Analyze, select, and curate personal or selected artwork for presentation.	HSa.VA.Pr.4.1 Critique and justify choices-in presenting works of art for a specific exhibit or portfolio.
Anchor Standard 5: K-12.Pr.5 Develop and refine ideas and work for presentation.	HSp.VA.Pr.5.1 Identify a methodology used for selecting works for an exhibition.	HSa.VA.Pr.5.1 Evaluate, select, and apply methods appropriate to display artwork in a specific place.
Anchor Standard 6: K-12.Pr.6 Convey meaning through the presentation of artistic ideas and work.	HSp.VA.Pr.6.1 Analyze and describe the impact that an exhibition or artwork has on personal awareness.	HSa.VA.Pr.6.1 Curate a collection of artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.

Artistic Process: Responding		
	Proficient	Advanced
Anchor Standard 7: K-12.Re.7 Perceive and analyze artistic ideas and work.	HSp.VA.Re.7.1 Hypothesize ways in which art influences perception and understanding of human experiences.	HSa.VA.Re.7.1 Analyze how responses to art develop over time based on knowledge of and experience with art and life.
	HSp.VA.Re.7.2 Evaluate the effectiveness of imagery to influence ideas, feelings, and behaviors of specific audiences.	HSa.VA.Re.7.2 Determine the commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.
Anchor Standard 8: K-12.Re.8 Interpret intent and meaning in artistic ideas and work.	HSp.VA.Re.8.1 Interpret an artwork or collection of works supported by relevant and sufficient evidence found in the work and its various contexts.	HSa.VA.Re.8.1 Analyze different interpretations of an artwork or collection of works in order to select and defend your analysis
Anchor Standard 9: K-12.Re.9 Apply criteria to evaluate artistic ideas and work.	HSp.VA.Re.9.1 Identify relevant criteria in order to evaluate a work of art or collection of works.	HSa.VA.Re.9.1 Construct evaluations of a work of art or collection based on differing sets of criteria.

Artistic Process: Connecting		
	Proficient	Advanced
<p>Anchor Standard 10: K-12.Cn.10</p> <p>Synthesize related knowledge with personal experiences to make artistic work.</p>	<p>HSp.VA.Cn.10.1 Reflecting on an artistic process, explore unfamiliar subjects through art-making.</p>	<p>HSa.VA.Cn.10.1 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>HSp.VA.Cn.11.1 Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>HSa.VA.Cn.11.1 Investigate the impact of an artist or a group of artists on society's beliefs, behaviors, and values.</p>
<p>Anchor Standard 11: K-12.Cn.11</p> <p>Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.</p>	<p>HSp.VA.Cn.11.2 Identify a connection to both historical and contemporary art movements and their impact on society.</p>	<p>HSa.VA.Cn.11.2 Evaluate how society became a catalyst for the direction of an art movement or how art transformed or influenced society.</p>