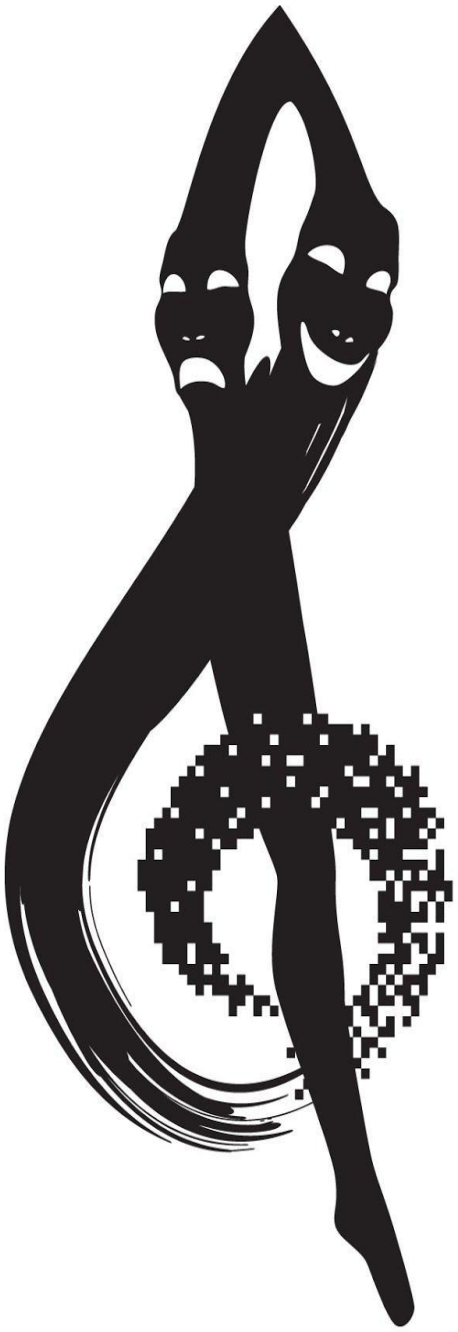

South Dakota Fine Arts Standards

Image Created by John LeBoeuf – White River School District

Adopted by the South Dakota State Board of Education *TBD*

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Preface

Welcome to the New 2014 South Dakota Fine Arts Standards. Research has shown that the arts are an essential part of educating the whole child. The arts are integral to taking a child and turning him or her into a happy, successful, and well-adjusted adult.

The South Dakota Fine Arts Standards identify the fundamental elements necessary for South Dakota's students to succeed and excel in the arts and in life outside of the classroom. The update to the fine arts standards reflects the ever-changing nature of education and the continually developing understanding of how students learn. As expectations are raised for students, so must schools make improvements to Fine Arts education programs to meet students' needs. These standards address this very issue.

The South Dakota Fine Arts Standards are built on a balance between the existing structure of schools and an attainable vision of what that content should be included. Standards are listed grade-by-grade, understanding that some schools do not provide instruction in some art forms in certain grades within that span. Because students' selection of arts courses can occur at any grade, the high school standards are presented in two levels of proficiency rather than by grade. The two levels—Proficient and Advanced—are flexible enough to accommodate varying degrees of achievement by students during their high school years. Each specific Fine Arts content area contains specific vocabulary. It is important to note that this does not represent vocabulary taught to students during those courses, rather, it is vocabulary required for the teacher to be able to understand the essence of the standards.

The South Dakota Fine Arts Standards broadly document and collectively articulate what students should know and be able to do to become competent in the arts. Central to this document are four overarching **Artistic Processes** present in all five subject areas: Music, Theater, Media Arts, Visual Arts, and Dance. The National Council for Core Arts Standards determined that these four Artistic Processes are integral to all art instruction. These processes are Creating, Performing, Responding, and Connecting. Creating refers to the conceiving and developing of new artistic ideas and work. Performing, which is also referred to as presenting and producing, depending on the specific content area, refers to the realization of artistic work through interpretation and presentation. Responding refers to the understanding and evaluating of how arts convey meaning. Connecting refers to the relating of artistic ideas and work with personal meaning and external context.

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Artistic Process Overview

Artistic Process: **Creating** - Conceiving and developing new artistic ideas and works.

Anchor Standard 1: **K-12.Cr.1** Generate and conceptualize artistic ideas and works

Anchor Standard 2: **K-12.Cr.2** Organize and develop artistic ideas and works

Anchor Standard 3: **K-12.Cr.3** Refine and complete artistic works

Artistic Process: **Performing**- Realizing artistic ideas and work through interpretation and presentation.

Anchor Standard 4: **K-12.Pr.4** Analyze, interpret, and select artistic works for presentation

Anchor Standard 5: **K-12.Pr.5** Develop and refine artistic works for presentation

Anchor Standard 6: **K-12.Pr.6** Convey meaning through the presentation of artistic works

Artistic Process: **Responding** - Understanding and evaluating how artistic works convey meaning.

Anchor Standard 7: **K-12.Re.7** Identify and analyze artistic works

Anchor Standard 8: **K-12.Re.8** Interpret intent and meaning in artistic works

Anchor Standard 9: **K-12.Re.9** Apply criteria to evaluate artistic works

Artistic Process: **Connecting** - Relating artistic ideas and work with personal meaning and external context.

Anchor Standard 10: **K-12.Cn.10** Synthesize and relate knowledge and personal experiences to make artistic works

Anchor Standard 11: **K-12.Cn.11** Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding

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Acknowledgements

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Additional Resources

The revision process asked stakeholders throughout South Dakota to serve on a committee to review and revise the Fine Arts Standards. The committee represented many decades of South Dakota instructional art experience. The committee employed input from students, parents and teachers, and from communities throughout South Dakota. The final document is the culmination of research from the review of published standards from other states, numerous professional publications, and the NCCAS 2014 Fine Arts Standards.

The South Dakota Fine Arts Revision workgroups used National Standards to inform the creation of the newest South Dakota Standards. Throughout this process the committee evaluated many forms of Arts Standards found around the globe and across the country. The committee members evaluated the strengths of the previous South Dakota Fine Arts Standards document. The committee also evaluated and employed information and resources from these highly respected sources:

Americans for the Arts
American Alliance for Theatre and Education (AATE)
Educational Theatre Association (EdTA)
The College Board
National Association for Music Education (formerly MENC)
National Art Education Association (NAEA)
National Dance Education Organization (NDEO)
State Education Agency for Directors of Arts Education (SEADAE)
South Dakota Arts Council (SDAC)
Media Arts Committee of the National Coalition for Core Arts Standards
Young Audiences

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Individual Fine Arts Content Area Sections

Dance

Dance: An Operational Definition

Dance is a kinesthetic art form where ideas and meanings are translated into movement. Dance uses movement to convey thoughts, share stories, and show imagination. Like other arts disciplines, dance is a language with specific contextual interpretations.

Overview: South Dakota K-12 Dance Standards

Dance is an integral part of humanity and can be used to express the values, cultures, and ideas of a society using non-verbal communication. The South Dakota State Standards in Dance have been adjusted to allow student's opportunities to achieve dance literacy and incorporate dance ideas and concepts into other fine arts disciplines. Teaching dance gives students a grounded understanding of the history of cultures, kinesthetic awareness, fitness techniques, and allows learning to happen through multiple avenues.

These standards have been written using multiple resources including the NCCAS National Dance Standards, National Dance Education Organization, fine arts educators from multiple disciplines, standards from other states, and current brain research.

K	**DA**	**Cr**	**1**	**1**
Grade	*Subject*	*Artistic Processes*	*Anchor Standard*	*Outcome*

Example: 4.DA.Re.7.1 This label reflects 4 (4th Grade), DA (Dance), Re (Artistic Process: Responding). 7 (Anchor standard 7), and 1 (Outcome 1).

Example: HSp.DA.Cr.3.2 This label reflects HSp (High School proficient); DA (Dance), Cr (Artistic Process: Creating), 3 (Anchor Standard 3), 2 (Outcome 2)

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Dance Standards

Creating

Anchor Standard 1: K-12.Cr.1: Generate and conceptualize artistic ideas and works.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grades 6-8**	**HS Proficient**	**HS Advanced**
K.DA.Cr.1.1 Respond to a variety of stimuli (music/sound, text, objects, images, symbols, observed dance) using movement.	**1.DA.Cr.1.1** Explore movement inspired by a variety of stimuli (music/sound, text, objects, images, symbols, observed dance, experiences)	**2.DA.Cr.1.1** Explore movement inspired by a variety of stimuli (music/sound, text, objects, images, symbols, observed dance, experiences) and propose additional sources for movement ideas.	**3.DA.Cr.1.1** Experiment with a variety of student chosen stimuli (music/sound, text, objects, images, notation, observed dance, experiences) for movement.	**4.DA.Cr.1.1** Identify and demonstrate ideas for choreography from a variety of stimuli (music/sound, text, objects, images, notation, observed dance, experiences).	**5.DA.Cr.1.1** Build choreography using several stimuli (music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current/social events).	**6-8.DA.Cr.1.1** Relate similar and contrasting ideas to develop choreography. Implement movement from a variety of stimuli (music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current/social events) to develop an original dance.	**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.
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.	**1.DA.Cr.1.2** Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	**2.DA.Cr.1.2** Combine a variety of movements while manipulating the elements of dance.	**3.DA.Cr.1.2** Explore a given movement problem. Select and demonstrate a solution with teacher guidance.	**4.DA.Cr.1.2** Develop a movement problem with teacher guidance and manipulate the elements of dance using tools to find a solution.	**5.DA.Cr.1.2** Explore various movement vocabularies to transfer ideas into choreography. Develop choreography to solve multiple movement problems.	**6-8.DA.Cr.1.2** Create an original dance using personal preference. Use dance terminology to articulate and justify choices made in movement.	**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 unexpected solutions explaining why they were effective.

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and works.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6-8**	**HS Proficient**	**HS Advanced**
K.DA.Cr.2.1 Improvise dance that has a beginning, middle, and end.	**1.DA.Cr.2.1** Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	**2.DA.Cr.2.1** Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.	**3.DA.Cr.2.1** Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme	**4.DA.Cr.2.1** Manipulate or modify choreographic devices to expand movement possibilities. Create and discuss a variety of movement patterns and	**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	**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	**HSp.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	**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.

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			and development).	structures. Discuss movement choices.	movement choices.	making movement and structural choices.	the artistic intent.	

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and works. (cont'd)								
K.DA.Cr.2.2 Express an idea, feeling, or image, through improvised movement moving alone, then with a partner	**1.DA.Cr.2.2** Choose movements that express an idea or emotion, or follow a musical phrase.	**2.DA.Cr.2.2** Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	**3.DA.Cr.2.2** Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	**4.DA.Cr.2.2** Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the 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.	**6-8.DA.Cr.2.2** Determine, define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Evaluate Discuss how the criteria clarify or intensify the meaning of the dance.	**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.

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic works.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6-8**	**HS Proficient**	**HS Advanced**
K.DA.Cr.3.1 Apply suggestions for changing movement through guided improvisational experiences.	**1.DA.Cr.3.1** Explore suggestions to change movement from guided improvisation and/or short remembered sequences.	**2.DA.Cr.3.1** Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	**3.DA.Cr.3.1** Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.	**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.	**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.	**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.	**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.
K.DA.Cr.3.2 Depict a dance movement by drawing a picture or using a symbol.	**1.DA.Cr.3.2** Depict several different types of movements of a dance by drawing a picture or using a symbol (for	**2.DA.Cr.3.2** Depict the levels of movements in a variety of dance movements by drawing a picture or using	**3.DA.Cr.3.2** Depict directions or spatial pathways in a dance phrase by drawing a picture map or	**4.DA.Cr.3.2** Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols	**5.DA.Cr.3.2** Record changes in a dance sequence through writing, symbols, or a form of media technology.	**6-8.DA.Cr.3.2** Explore, investigate, and experiment with aspects of a recognized system to document a section of a dance	**HSp.DA.Cr.3.2** Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.	**HSa.DA.Cr.3.2** Develop and document a dance using recognized systems of dance documentation (for example, writing, a form of notation

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	example, jump, turn, slide, bend, reach).	symbols (for example, high, middle, low)	using a symbol.	(for example, next to, above, below, behind, in front of).		by using words, symbols, or media technologies.		symbols, or using media technologies)

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Performing

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8	HS Proficient	HS Advanced
K.DA.Pr.4.1 Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.	**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.	**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. Differentiate between circling and turning as two separate ways of continuous directional change.	**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.	**4.DA.Pr.4.1** Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	**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.	**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.	**HSp.DA.Pr.4.1** Develop and expand partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while main-taining 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.	**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.
K.DA.Pr.4.2 Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	**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.	**2.DA.Pr.4.2** Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.	**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. Use metric and kinesthetic	**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.	**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.	**6-8.DA.Pr.4.2** 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 3/4 and 4/4 meter. Use different tempi in different body parts at the same time.	**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	**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 (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.

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			phrasing.				phrasing.	

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Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation. (cont'd)								
K.DA.Pr.4.3 Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).	**1.DA.Pr.4.3** Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).	**2.DA.Pr.4.3** Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.	**3.DA.Pr.4.3** 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. Use metric and kinesthetic phrasing.	**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.	**5.DA.Pr.4.3** Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.	**6-8.DA.Pr.4.3** Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. 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. Use energy and dynamics to enhance and project movements.	**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 phrases demonstrate variances of energy and dynamics.	**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.

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6-8**	**HS Proficient**	**HS Advanced**
K.DA.Pr.5.1 Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	**1.DA.Pr.5.1** Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	**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.	**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.	**4.DA.Pr.5.1** Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	**5.DA.Pr.5.1** Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	**6-8.DA.Pr.5.1** Embody technical dance skills (for example, functional alignment, coordination, kinesthetic awareness, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) 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.	**Hsp.Da.Pr.5.1** Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute complex spatial rhythmic and dynamic sequences to meet performance goals.	**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

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								ability with others.

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation. (cont'd)								
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.	**1.DA.Pr.5.2** Move safely in general space through a range of activities and group formations while maintaining personal space.	**2.DA.Pr.5.2** Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	**3.DA.Pr.5.2** Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	**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.	**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.	**6-8.DA.Pr.5.2** Apply basic anatomical knowledge, 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.	**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.	**HSa.DA.Pr.5.2** Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
K.DA.Pr.5.3 Move body parts in relation to other body parts and repeat and recall movements upon request.	**1.DA.Pr.5.3** Modify movements and spatial arrangements upon request	**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.	**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.	**4.DA.Pr.5.3** Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals	**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.	**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 (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations.) 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 (for example, journaling, portfolio, or timeline).	**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 (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.	**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.

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Anchor Standard 6: K-12.Pr.6: Convey meaning through the presentation of artistic works.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6-8**	**HS Proficient**	**HS Advanced**
K.DA.Pr.6.1 Dance for and with others in a designated space.	**1.DA.Pr.6.1** Dance for others in a space where audience and performers occupy different areas.	**2.DA.Pr.6.1** Dance for and with others in a space where audience and performers occupy different areas.	**3.DA.Pr.6.1** Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	**4.DA.Pr.6.1** Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).	**5.DA.Pr.6.1** Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	**6-8.DA.Pr.6.1** Recognize and recommend needs and adapt movements to a performance area. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) 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.	**HSp.DA.Pr.6.1** Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) 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.	**HSp.DA.Pr.6.1** Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) 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 (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.
K.DA.Pr.6.2 Select a prop to use as part of a dance.	**1.DA.Pr.6.2** Explore the use of simple props to enhance performance.	**2.DA.Pr.6.2** Use limited production elements (for example, hand props, simple scenery, or media projections).	**3.DA.Pr.6.2** Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	**4.DA.Pr.6.2** Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	**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.	**6-8.DA.Pr.6.2** 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.	**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.	**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.

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Responding

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8	HS Proficient	HS Advanced
K.DA.Re.7.1 Find a movement that repeats in a dance.	**1.DA.Re.7.1** Find a movement that repeats in a dance to make a pattern.	**2.DA.Re.7.1** Find movements in a dance that develop a pattern.	**3.DA.Re.7.1** Find a movement pattern that creates a movement phrase in a dance work.	**4.DA.Re.7.1** Find patterns of movement in dance works that create a style or theme.	**5.DA.Re.7.1** Find meaning or artistic intent from the patterns of movement in a dance work.	**6-8.DA.Re.7.1** Describe, demonstrate and compare patterns of movement and their relationships in dance in context of artistic intent.	**HSp.DA.Re.7.1** Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.	**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.
K.DA.Re.7.2 Demonstrate or describe observed or performed dance movements	**1.DA.Re.7.2** Demonstrate and describe observed or performed dance movements from a specific genre or culture	**2.DA.Re.7.2** Demonstrate and describe movements in dances from different genres or cultures.	**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.	**4.DA.Re.7.2** Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.	**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, using dance terminology, the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice.	**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.	**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.	**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.

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic works.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8	HS Proficient	HS Advanced
K.DA.Re.8.1 Observe movement and describe it using simple dance terminology.	**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.	**2.DA.Re.8.1** Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.	**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.	**4.DA.Re.8.1** Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	**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.	**6-8.DA.Re.8.1** Select a dance 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.	**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.	**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.

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Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic works.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6-8**	**HS Proficient**	**HS Advanced**
K.DA.Re.9.1 Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	**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 about why the movements were chosen.	**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.	**3.DA.Re.9.1** Identify dance movements from specific genres, styles, or cultures. Using basic dance terminology, compare and contrast characteristic movements from these dances.	**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.	**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.	**6-8.DA.Re.9.1** Using genre specific dance terminology and artistic criteria, compare artistic intent and determine what makes an effective performance.	**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.	**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.

Connecting

Anchor Standard 10: K-12.Cn.10: Synthesize and relate knowledge and personal experiences to make artistic works.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6-8**	**HS Proficient**	**HS Advanced**
K.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.10.1** Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience	**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.	**3.DA.Cn.10.1** Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.	**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.	**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.	**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.	**HSp.DA.Cn.10.1** Analyze the perspectives expressed by the choreographer. Synthesize how the choreographer's perspective impacts one's own interpretation.	**HSa.DA.Cn.10.1** 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.
K.DA.Cn.10.2 Describe and express through movement something of interest about a piece of visual art. Discuss questions concerning	**1.DA.Cn.10.2** Discuss observations of an illustration. Identify ideas for dance movement and demonstrate the big ideas of the story.	**2.DA.Cn.10.2** Respond to a dance work and create movement using ideas from teacher-led discussion. Explain how certain movements	**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	**4.DA.Cn.10.2** 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	**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	**6-8.DA.Cn.10.2** Investigate two contrasting topics, such as historical development of a dance genre or a social issue of great interest, using a variety of research methods. Create a dance study exploring the	**HSp.DA.Cn.10.2** 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	**HSa.DA.Cn.10.2** Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a

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the artwork.		express a specific idea.	remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.	the topic might be communicated using another form of expression.	explain a dance study that expresses the idea.	contrasting ideas. Document the process of research and application.	the process used in choreography to that of other creative, academic, or scientific procedures.	Capstone Project that reflects a possible career choice.

Anchor Standard 11: K-12.Cn.11: Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding.								
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6-8**	**HS Proficient**	**HS Advanced**
K.DA.Cn.11.1 Describe or demonstrate the movements in a dance that was watched or performed.	**1.DA.Cn.11.1** Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	**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.	**3.DA.Cn.11.1** Find and discuss relationships between movement in a dance from a culture, society, or community and the culture from which the dance is derived.	**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.	**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.	**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.	**HSp.DA.Cn.11.1** 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.	**HSa.DA.Cn.11.1** 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.

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Dance Glossary

Artistic expression: The manifestations of artistic intent through dance, drama music, poetry, fiction, painting, sculpture or other artistic media. In dance, this involves the dance and the dancers within a context.

Capstone project: A culminating performance-based assessment that determines what 12th graders should know and be able to do in various educational disciplines; usually based on research and the development of a major product or project that is an extension of the research.

Dance study: A short dance that is comprised of several dance phrases based on an artistic idea

Elements of dance: The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement; see Elements of Dance Organizer by Perpich Center for Arts Education (used with permission)

Movement characteristics: qualities, elements, or dynamics that describe or define a movement

Dance movement principles: Fundamentals related to the craft and skill with which dance movement is performed (for example, the use of dynamic alignment, breath support, core support, rotation, initiation and sequencing, and weight shift)

Locomotor: Movement that travels from one location to another or in a pathway through space (for example, in Pre-K, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap)

Production elements: Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props)

Production terminology: Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation

Non-locomotor: Movement that remains in place; movement that does not travel from one location to another or in a pathway through space for example, in PreK, bend, twist, turn, open, close; in Kindergarten, swing, sway, spin, reach, pull

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Media Arts

Media Arts: An Operational Definition

According to the National Core Arts Standards for Media Arts, Media Arts is a unique medium of artistic expression that can amplify and integrate traditional art forms by incorporating the technological advances of the contemporary world with emerging skill sets available to students and teachers. Media Arts students cultivate both artistic abilities and a technological aptitude. The media artist utilizes a fundamental understanding of the mediums of analog and digital media in order to integrate digital technologies with traditional forms of artistic expression.

Overview: South Dakota K-12 Media Arts Standards

Media arts standards are intended to address the diverse forms and categories of media arts, including: imaging, sound, moving image, virtual and interactive. Media arts standards do not dictate what or how to teach, but define age-appropriate outcomes for students, towards the achievement of Enduring Understandings and Artistic Literacy. They are therefore quite generalized, not specifying particular technologies or techniques, and containing very few examples of terminology and activities. The standards allow for a great diversity of instruction, methodology and circumstance for our constantly changing technological advances. They are adaptive to the wide range of conditions present in South Dakota schools.

The 2014 National Core Arts Standards and South Dakota State Fine Arts Standards embrace Media Arts as a stand-alone art form. As resourced by the National Coalition for Core Arts Standards, the South Dakota Fine Arts Standards committee recognizes the growing interest in and diversity of Media Arts. As a new mode of expression within public education, these standards respond to the need for performance standards in the Media Arts.

Organization of the Media Arts Document

K	**MA**	**Cr**	**1**	**1**
Grade	*Subject*	*Artistic Processes*	*Anchor Standard*	*Outcome*

Example: 4.MA.Re.7.1 This label reflects 4th grade (4), Media Arts (MA), artistic process (responding) (Re), 7th anchor standard (7), and first outcome (1).

Example: HSp.MU.Cr.2.1 This label reflects High School proficient (HSp); Media Arts (MA), Creating (Artistic Process)(Cr), 2 (Anchor Standard), and first outcome (1)

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Media Arts Standards

Creating

Anchor Standard 1: K-12.Cr.1: Generate and conceptualize artistic ideas and work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Cr.1.1 Discover and share ideas for media artworks using play and experimentation.	**1.MA.Cr.1.1** Express and share ideas for media artworks through sketching and modeling.	**2.MA.Cr.1.1** Discover multiple ideas for media artworks through brainstorming and improvising.	**3.MA.Cr.1.1** Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	**4.MA.Cr.1.1** Propose and test original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.	**5.MA.Cr.1.1** Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	**6-8:MA.Cr.1.1** Formulate a variety of ideas, goals, and solutions for media artworks using focused creative processes (such as sketching, concept modeling, and divergent thinking).	**HSp.MA.Cr.1.1** Use a variety of methods to formulate multiple ideas, develop artistic goals, and problem solve in the media arts creation processes.	**HSa.MA.Cr.1.1** Integrate aesthetic principles with a variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Cr.2.1 With guidance, share ideas, plans, and models for media artworks.	**1.MA.Cr.2.1** With guidance, use specific ideas to form plans and models for media artworks.	**2.MA.Cr.2.1** Choose ideas to create plans and models for media artworks.	**3.MA.Cr.2.1** Form, share, and test ideas, plans, and models to prepare for media arts productions.	**4.MA.Cr.2.1** Discuss, test, and assemble ideas, plans, and models for media artworks, considering the artistic goals and the presentation.	**5.MA.Cr.2.1** Develop, present, and test ideas, plans, models, and proposals for media artworks, considering the artistic goals and audience.	**6-8.MA:Cr.2.1** Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	**HSp.MA.Cr.2.1** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	**HSa.MA.Cr.2.1** Integrate a personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Cr.3.1 Make changes to the content, form, or presentation of media artworks and share results.	**2.MA.Cr.3.1** Test and describe expressive effects in altering, refining, and completing media artworks.	**2.MA.Cr.3.1** Test and describe expressive effects in altering, refining, and completing media artworks.	**3.MA.Cr.3.1** Practice and analyze how tools and techniques alter the effect and purpose in the refining process of media artworks.	**4.MA.Cr.3.1** Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	**5.MA.Cr.3.1** Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.	**6-8.MA.Cr.3.1** Implement multiple production processes to integrate content and style choices for determined meaning in media arts productions, demonstrating understanding of associated principles (such as perspective, theme, unity, and composition).	**HSp.MA.Cr.3.1** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.	**HSa.MA.Cr.3.1** Synthesize production processes to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles.
						6-8.MA.Cr.3.2 Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	**HSp.MA.Cr.3.2** Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	**HSa.MA.Cr.3.2** Intentionally and consistently refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Producing

Anchor Standard 4: K-12.Pr.4: Select, analyze, and interpret artistic work for presentation.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Pr.4.1 With guidance, combine art forms and media content.	**1.MA.Pr.4.1** Combine varied academic, arts, and media content.	**2.MA.Pr.4.1** Practice combining varied academic, arts, and media content into unified media artworks.	**3.MA.Pr.4.1** Analyze and select work for inclusion, sharing and presentation in media artworks.	**4.MA.Pr.4.1** Modify media artworks for intentional effect, emphasizing elements for a purpose and audience.	**5.MA.Pr.4.1** Create media artworks through the integration of multiple contents and forms.	**6-8.MA.Pr.4.1** Integrate multiple contents and forms into unified media arts productions that convey themes and ideas (such as interactive video games, interdisciplinary projects, or multimedia theater).	**HSp.MA.Pr.4.I** Integrate various arts, forms of the media arts, and content into unified media arts productions, considering the reaction and interaction of the audience (such as experiential design).	**HSa.MA.Pr.4.1** Synthesize various arts, forms of the media arts and academic content into unified media arts productions that retain artistic fidelity across platforms (such as trans-disciplinary productions).

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic techniques and work for presentation.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Pr.5.1 Practice, discover, and share how media arts creation tools work.	**1.MA.Pr.5.1** Experiment with and share different ways to use tools and techniques to construct media artworks.	**2.MA.Pr.5.1** Demonstrate and explore identified methods to use tools to capture and form media artworks.	**3.MA.Pr.5.1** Exhibit standard use of tools and techniques while constructing media artworks.	**4.MA.Pr.5.1** Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.	**5.MA.Pr.5.1** Examine how tools and techniques could be combined in standard and experimental ways in constructing media artworks.	**6-8.MA.Pr.5.1** Develop and demonstrate a variety of artistic, design, technical, and interpersonal skills, as a result of selecting and fulfilling specified roles in producing media artworks (such as strategizing and collaborative communication).	**HSp.MA.Pr.5.1** Demonstrate progression in interpersonal, design, technical, and artistic skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	**HSa.MA.Pr.5.1** Employ mastered interpersonal, design, technical, and artistic skills in managing and producing media artworks.
						6-8.MA.Pr.5.2 Demonstrate an increasing set of creative and adaptive innovation abilities (such as developing new solutions for identified problems or bending conventions).	**HSp.MA.Pr.5.2** Develop and refine creative and adaptive abilities (such as risk taking, responsive use of failure, and resisting closure) through the media arts.	**HSa.MA.Pr.5.2** Fluently employ creativity and adaptability in developing solutions to address complex challenges within and through media arts productions.
						6-8.MA.Pr.5.3 Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks	**HSp.MA.Pr.5.3** Demonstrate flexibility and innovation through tools, techniques, and content to communicate intent in the production of media artworks.	**HSa.MA.Pr.5.3** Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

Anchor Standard 6: K-12.Pr.6: Convey meaning through the presentation of artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Pr.6.1 With guidance, discuss various settings for presenting media artworks.	**1.MA.Pr.6.1** With guidance, contribute in presenting media artworks.	**2.MA.Pr.6.1** Assist in presenting a media artwork.	**3.MA.Pr.6.1** Identify and describe the presentation conditions, roles, and processes in presenting or distributing media artworks.	**4.MA.Pr.6.1** Play a role in presenting or distributing a media artwork.	**5.MA.Pr.6.1** Collaboratively and/or individually assist in presentation and/or distribution of media artworks.	**6-8.MA.Pr.6.1** Analyze and design a presentation and distribute collections of media artworks, considering combinations of artworks, formats, and	**HSp.MA.Pr.6.1** Design the presentation and distribution of collections of media artworks through a variety of contexts (such as mass audiences, and physical and virtual channels).	**HSa.MA.Pr.6.1** Design, present, and distribute media artworks for intentional impacts through a variety of contexts (such as virtual channels, markets, and other venues).

						audience.		

Anchor Standard 6: K-12.Pr.6: Convey meaning through the presentation of artistic work. (cont'd)								
				4.MA.Pr.6.2 Explain results of and improvements for presenting media artworks.	**5.MA.Pr.6.2** Reflect on results of and improvements for presenting media artworks.	**6-8.MA.Pr.6.2** Analyze and evaluate results and implement improvements for presenting media artworks, considering personal and local impacts (such as the benefits for the self and others).	**HSp.MA.Pr.6.2** Evaluate and implement improvements in presenting media artworks, considering personal, local and social impacts.	**HSa.MA.Pr.6.2** Independently evaluate, compare, and integrate improvements in presenting media artwork, considering personal and global impacts.

Responding

Anchor Standard 7: K-12.Re.7: Perceive and analyze artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Re.7.1 With guidance, recognize and share components and messages in media artworks.	**1.MA.Re.7.1** With guidance, identify how a variety of media artworks create different experiences.	**2.MA.Re.7.1** Identify and describe the components and messages in media artworks.	**3.MA.Re.7.1** Identify and describe how various forms, methods, and styles in media artworks influence audience experience.	**4.MA.Re.7.1** Identify, describe, and explain how messages are created by components in media artworks.	**5.MA.Re.7.1** Identify, describe, and compare how various forms, methods, and styles in media arts influence audience experience.	**6-8.MA.Re.7.1** Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.	**HSp.MA.Re.7.1** Observe how a variety of media artworks manage audience experience and create intention through various types of multimodal qualities (such as visual, auditory, kinesthetic, and tactile).	**HSa.MA.Re.7.1** Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
						6-8.MA.Re.7.2 Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and show intention.	**HSp.MA.Re.7.2** Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.	**HSa.MA.Re.7.2** Survey a range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Re.8.1 With guidance, share observations regarding a variety of media artworks.	**1.MA.Re.8.1** With guidance, identify the meanings of a variety of media artworks.	**2.MA.Re.8.1** Determine the purposes and meanings of media artworks.	**3.MA.Re.8.1** Determine the purposes and meanings of media artworks while describing their context.	**4.MA.Re.8.1** Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.	**5.MA.Re.8.1** Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	**6-8.MA.Re.8.1** Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.	**HSp.MA.Re.8.1** Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	**HSa.MA.Re.8.1** Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Re.9.1 Share engaging qualities and possible changes in media artworks.	**1.MA.Re.9.1** Identify the effective parts of and possible changes to media artworks considering viewers.	**2.MA.Re.9.1** Discuss the effectiveness of and improvements for media artworks, considering their context.	**3.MA.Re.9.**1 Identify basic criteria for and evaluate media artworks, considering possible improvements in relation to context.	**4.MA.Re.9.1** Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.	**5.MA.Re.9.1** Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.	**6-8.MA.Re.9.1** Develop and apply criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	**HSp.MA.Re.9.1** Evaluate media art works and production processes at decisive stages using identified criteria, and considering context and artistic goals.	**HSa.MA.Re.9.1** Independently develop evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Connecting

Anchor Standard 10: K-12.Cn.10: Synthesize and relate knowledge and personal experiences to make art.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Cn.10.1 Use personal experiences and choices in making media artworks.	**1.MA.Cn.10.1** Use personal experiences, interests, and models in creating media artworks.	**2.MA.Cn.10.1** Use personal experiences, interests, information, and models in creating media artworks.	**3.MA.Cn.10.1** Examine and use personal and external resources (such as interests, research, and cultural understanding, to create	**4.MA.Cn.10.1** Examine and use personal and external resources (such as interests, research, and cultural understanding, to create	**5.MA.Cn.10.1** Access and use internal and external resources to create media artworks (such as interests, knowledge, and	**6-8.MA.Cn.10.1** Research, demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and	**HSp.MA.Cn.10.1** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (such as social trends, power, equality, and personal/cultural identity).	**HSa.MA.Cn.10.1** Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

			media artworks).	media artworks).	experiences).	connecting people and places.		

Anchor Standard 10: K-12.Cn.11: Synthesize and relate knowledge and personal experiences to make art. (cont'd)								
K.MA.Cn.10.2 Share memorable experiences of media artworks.	**1.MA.Cn.10.2** Share meaningful experiences of media artworks.	**2.MA.Cn.10.2** Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.	**3.MA.Cn.10.1** Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.	**4.MA.Cn.10.2** Examine and show how media artworks form meanings, situations, and/or cultural experiences (such as online spaces).	**5.MA.Cn.10.2** Examine and show how media artworks form meanings, situations, and cultural experiences (such as news and cultural events).	**6-8.MA.Cn.10.2** Analyze and interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.	**HSp.MA.Cn.10.2** Evaluate and interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital integrity.	**HSa.MA.Cn.10.2** Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

Anchor Standard 11: K-12.Cn.11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.MA.Cn.11.1 With guidance, share ideas in relating media artworks to everyday life.	**1.MA.Cn.11.1** Discuss and describe media artworks in everyday life.	**2.MA.Cn.11.1** Discuss how media artworks and ideas relate to everyday and cultural life (such as media messages and media environments).	**3.MA.Cn.11.1** Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.	**4.MA.Cn.11.1** Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life (such as fantasy and reality, and technology use).	**5.MA.Cn.11.1** Research and show how media artworks and ideas relate to personal, social and community life.	**6-8.MA.Cn.11.1** Access, evaluate, and use internal and external resources to plan the creation of media artworks (such as brainstorming, knowledge, experiences, interests, and research).	**HSp.MA.Cn.11.1** Access, evaluate, and integrate personal and external resources to plan the creation of original media artworks.	**HSa.MA.Cn.11.1** Independently and proactively access relevant and qualitative resources to plan the creation of convincing media artworks.
K.MA.Cn.11.2 With guidance, interact safely and appropriately with media arts tools and environments.	**1.MA.Cn.11.2** Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.1.	**2.MA.Cn.11.2** Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	**3.MA.Cn.11.2** Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	**4.MA.Cn.11.2** Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.	**5.MA.Cn.11.2** Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules,	**6-8.MA.Cn.11.2** Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning and historical events.	**HSp.MA.Cn.11.2** Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences (such as learning and sharing through online environments).	**HSa.MA.Cn.11.2** Demonstrate and clarify on the use of media artworks to give a sense of accomplishment to new meaning, knowledge, and impactful cultural experience.

					and media literacy.			

MEDIA ARTS GLOSSARY

Aesthetic: The branch of philosophy dealing with such notions as the beautiful, the ugly, the sublime, the comic, etc., as applicable to the fine arts, with a view to establishing the meaning and validity of critical judgments concerning works of art, and the principles underlying or justifying such judgments.

Elements of art: The building blocks of visual art including line, shape, value, texture, color, and space

Principles of design: The use and arrangement of the building blocks of visual art including pattern, rhythm/movement, proportion/scale, balance, unity, and emphasis

MUSIC

Music: **An Operational Definition**

A student's music education experience may include, but is not limited to: general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology, composition, song writing, piano lab/music keyboards, music history, marching band, drum line, multi-cultural music, ethnic, opera, show choir, musical theatre, world drumming, recording studio, etc.

Overview: South Dakota K-12 Music Education Standards

Following NCCAS's lead, music stakeholders from across South Dakota reviewed and revised South Dakota's Music Standards using the newly released NCCAS standards as a model. The Music Standards include student outcomes (what students should know and be able to do) in each grade from pre-kindergarten through grades 8, and for two levels in high school.

While the standards identify what knowledge and skills students should know and be able to do, they leave precisely how this is to be accomplished to teachers and other local specialists who formulate, deliver, and evaluate criteria. The South Dakota Music Standards are designed to provide a framework for curriculum, instruction, and assessment practices.

The goal of music education is to develop musically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of music participation/enjoyment. A musically literate individual also exhibits responsible personal and social behaviors and respects themselves, others, and their environment.

Organization of the Music Standards Document

K	**MU**	**Cr**	**1**	**1**	**a**
Grade	*Subject*	*Artistic Processes*	*Anchor Standard*	*Supporting Standard*	*Outcome*

Example: 4.MU.Re.7.1.a This label reflects 4 (4th Grade), MU (Music), Re (Artistic Process: Responding), 7 (Anchor Standard 7), 1 (Supporting Standard 1), a (Outcome a).

Example: HSp.MU.Cr.3.2.a This label reflects HSp (High School proficient); MU (Music), Cr (Artistic Process: Creating), 3 (Anchor Standard 3), 2 (Supporting Standard 2), a (Outcome a)

Note: *At middle school levels, note that "MUg" denotes general music classes and "MUe" denotes ensembles.*

Note: *At high school levels, note that "MUe" denotes Traditional and Emerging Ensembles, "MUct" denotes Composition and Theory, "MUhi" denotes Harmonizing Instruments, and "MUt" denotes Technology.*

Music Standards (K-8)

Creating

Anchor Standard 1: K-8.Cr.1: Generate and conceptualize artistic ideas and work.

Imagine: Generate musical ideas for various purposes and contexts.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	MS: General	MS: Ensemble
K.MU.Cr.1.1a With guidance, introduce, explore, and experience musical concepts using a variety of music; i.e. beat and melodic contour.	**1.MU.Cr.1.1.a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	**2.MU.Cr.1.1.a** With minimal guidance, improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	**3.MU.Cr.1.1.a** Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	**4.MU.Cr.1.1.a** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	**5.MU.Cr.1.1.a** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	**6-8.MUg.Cr.1.1.a** Generate simple rhythmic, melodic, and harmonic phrases within AB, ABA, or theme and variation forms that convey expressive intent.	**6-8.MUe.Cr.1.1.a** Compose and improvise ideas for simple melodies and rhythmic phrases, reflecting characteristics of music studied in rehearsal.
K.MU.Cr.1.1.b With guidance, generate musical ideas; i.e. movements or motives.	**1.MU.Cr.1.1.b** With limited guidance, generate musical ideas in multiple tonalities and meters.	**2.MU.Cr.1.1.b** With minimal guidance, generate musical patterns and ideas within the context of a given tonality and meter.	**3.MU.Cr.1.1.b** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	**4.MU.C.r1.1.b** Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities and meters.	**5.MU.Cr.1.1.b** Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.		

Anchor Standard 2: K-8.Cr.2: Organize and develop artistic ideas and work.

Plan & Make: Select and develop musical ideas for defined purposes and contexts.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	MS: General	MS: Ensemble
K.MUCr.2.1.a With guidance, explore, demonstrate and choose favorite musical ideas.	**1.MU.Cr.2.1.a** With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	**2.MU.Cr.2.1.a** With minimal guidance, demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	**3.MU.Cr.2.1.a** Demonstrate and select musical ideas for simple improvisation or composition to express intent, and describe connection to a specific purpose and context.	**4.MU.Cr.2.1.a** Demonstrate selected, organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	**5.MU.Cr.2.1.a** Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	**6-8.MUg.Cr.2.1.a** Select, organize, and develop musical ideas for compositions within AB, ABA, or theme and variation forms that convey expressive intent.	6-**8.MUe.Cr.2.1.a** Select and develop draft melodies, rhythmic passages, and arrangements studied in rehearsal.
K.MU.Cr.2.1.b With guidance, organize personal musical ideas using iconic notation and/or recording technology.	**1.MU.Cr.2.1.b** With limited guidance, use iconic or standard notation and/or recording technology to document and	**2.MU.Cr.2.1.b** With minimal guidance, use iconic or standard notation and/or recording technology to combine, sequence, and document	**3.MU.Cr.2.1.b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical	**4.MU.Cr.2.1.b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic	**5.MU.Cr.2.1.b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	**6-8.MUg.Cr.2.1.b** Use standard/iconic notation and/or audio/video recording to document composed melodies and rhythmic	

	organize personal musical ideas.	personal musical ideas.	ideas.	musical ideas.		phrases.	

Anchor Standard 3: K-8.Cr.3: Refine and complete artistic work.							
Evaluate & Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.							
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**MS: General**	**MS: Ensemble**
K.MU.Cr3.1.a With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	**1.MU.Cr.3.1.a** With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	**2.MU.Cr3.1.a** With minimal guidance, interpret and apply personal, peer, and teacher feedback to refine personal musical ideas.	**3.MU.Cr.3.1.a** Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.	**4.MU.Cr.3.1.a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.	**5.MU.Cr.3.1.a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.	**6-8.MUg.Cr.3.1.a** Evaluate, refine, and document revisions to personal music, applying teacher-provided criteria such as appropriate application of elements of music including style, form, and use of sound sources.	**6-8.MUe.Cr.3.1.a** Evaluate and refine draft melodies and rhythmic passages based on knowledge, skill, and teacher-provided criteria.
						6-8.MUg.Cr.3.1.b Describe the rational for making revisions to the music based on teacher-provided criteria and feedback from peers.	
Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.							
K.MU.Cr.3.2.a With guidance, demonstrate a final version of personal musical ideas to peers.	**1.MU.Cr.3.2.a** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	**2.MU.Cr.3.2.a** With minimal guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	**3.MU.Cr.3.2.a** Present the final version of personal created music to others, and describe connection to expressive intent.	**4.MU.Cr.3.2.a** Present the final version of personal created music to others, and explain connection to expressive intent.	**5.MU.Cr.3.2.a** Present the final version of personal created music to others that demonstrates appropriate expertise, and explain connection to expressive intent.	**6-8.MUg.Cr.3.2.a** Present the final version of their documented personal composition, song, or arrangement that demonstrates craftsmanship and explains connection to expressive intent.	**6-8.MUe.Cr.3.2.a** Share personally-developed melodic ideas and rhythmic passages individually or as an ensemble.

Performing

Anchor Standard 4: K-8.Pr.4: Analyze, interpret, and select artistic works for presentation.

Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	MS: General	MS: Ensemble
K.MU.Pr.4.1.a With guidance, demonstrate and state personal interest in varied musical selections.	**1.MU.Pr.4.1.a** With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	**2.MU.Pr.4.1.a** With minimal guidance, demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	**3.MU.Pr.4.1.a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	**4.MU.Pr.4.1.a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	**5.MU.Pr.4.1.a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	**6-8.MUg.Pr.4.1.a** Apply teacher, collaborative, or personally developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges and reasons for choices.	**6-8.MUe.Pr.4.1.a** Apply teacher or collaborative-developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges and reasons for choices.
Analyze: Analyze the structure and context of varied musical works and their implications for performance.							
K.MU.Pr.4.2.a With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	**1.MU.Pr.4.2.a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	**2.MU.Pr.4.2.a** With minimal guidance, demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	**3.MU.Pr.4.2.a** Demonstrate understanding of the structure in music selected for performance.	**4.MU.Pr.4.2.a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	**5.MU.Pr.4.2.a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	**6-8.MUg.Pr.4.2.a** Explain, demonstrate, and compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	**6-8.MUe.Pr.4.2.a** Demonstrate, using music reading skills, how the elements of music contribute to understanding the context of the music in prepared performances.
	1.MU.Pr.4.2.b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	**2.MU.Pr.4.2.b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	**3.MU.Pr.4.2.b** When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	**4.MU.Pr.4.2.b** When analyzing selected music, read and perform using iconic and/or standard notation.	**5.MU.Pr.4.2.b** When analyzing selected music, read and perform using iconic and/or standard notation.	**6-8.MUg.Pr.4.2.b** Read and identify standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.	**6-8.MUe.Pr.4.2.b** When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
			3.MU.Pr.4.2.c Describe how context (such as personal and social) can inspire a performance.	**4.MU.Pr.4.2.c** Explain how context (such as social and cultural) inspires a performance.	**5.MU.Pr.4.2.c** Explain how context (such as social, cultural, and historical) inspires performances.	**6-8.MUg.Pr.4.2.c** Identify how cultural and historical context inform performances.	

Anchor Standard 4: K-8.Pr.4: Analyze, interpret, and select artistic works for presentation. (cont'd)							
Interpret: Develop personal interpretations that consider creators' intent							
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**MS: General**	**MS: Ensemble**
K.MU.Pr.4.3.a With guidance, demonstrate awareness of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) that support the creators' expressive intent.	**1.MU.Pr.4.3.a** With limited guidance, demonstrate and describe music's expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).	**2.MU.Pr.4.3.a** With minimal guidance, demonstrate understanding of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) and how creators use them to convey expressive intent.	**3.MU.Pr.4.3.a** Demonstrate and describe how intent is conveyed through expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).	**4.MU.Pr.4.3.a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).	**5.MU.Pr.4.3.a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).	**6-8.MUg.Pr.4.3.a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent.	**6-8.MUe.Pr.4.3.a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent.

Anchor Standard 5: K-8.Pr.5: Develop and refine artistic works for presentation.							
Rehearse, Evaluate & Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.							
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**MS: General**	**MS: Ensemble**
K.MU.Pr.5.1.a With guidance, apply personal, teacher, and peer feedback to refine performances.	**1.MU.Pr.5.1.a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.	**2.MU.Pr.5.1.a** With minimal guidance, apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	**3.MU.Pr.5.1.a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.	**4.MU.Pr.5.1.a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	**5.MU.Pr.5.1.a** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	**6-8.MUg.Pr.5.1.a** Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform.	**6-8.MUe.Pr.5.1.a** Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform for an audience.
K.MU.Pr.5.1.b With guidance, use suggested strategies in rehearsal to address the expressive qualities of music.	**1.MU.Pr.5.1.b** With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	**2.MU.Pr.5.1.b** With minimal guidance, rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	**3.MU.Pr.5.1.b** Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	**4.MU.Pr.5.1.b** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	**5.MU.Pr.5.1.b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.		

Anchor Standard 6: K-8.Pr.6: Convey meaning from the presentation of artistic work.							
Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.							
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**MS: General**	**MS: Ensemble**
K.MU.Pr.6.1.a With guidance, perform music, alone and with others, with expression.	**1.MU.Pr.6.1.a.** With limited guidance, perform music, alone and with others, for a specific purpose with expression.	**2.MU.Pr.6.1.a.** With minimal guidance, perform music, alone and with others, for a specific purpose with expression and technical accuracy.	**3.MU.Pr.6.1.a.** Perform music, alone and with others, with expression and technical accuracy.	**4.MU.Pr.6.1.a.** Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.	**5.MU.Pr.6.1.a.** Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.	**6-8g.MU.Pr.6.1.a** Perform the music with technical accuracy and expression to convey the composer's intent.	**6-8.MUe.Pr.6.1.a** Perform the music with technical accuracy, expression, and cultural authenticity to convey the composer's intent.
K.MU.Pr.6.1.b. Perform appropriately for the audience.	**1.MU.Pr.6.1.b.** Perform appropriately for the audience and purpose.	**2.MU.Pr.6.1.b** Perform appropriately for the audience and purpose.	**3.MU.Pr.6.1.b** Demonstrate performance decorum appropriate for the context and venue.	**4.MU.Pr.6.1.b** Demonstrate performance decorum appropriate for the context, venue, and genre.	**5.MU.Pr.6.1.b** Demonstrate performance decorum appropriate for the context, venue, genre, and style.	**6-8.MUg.Pr.6.1.b** Demonstrate appropriate performance decorum and audience etiquette.	**6-8.MUe.Pr.6.1.b** Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context.
K.MU.Pr.6.1.c Display audience etiquette appropriate for the context and venue.	**1.MU.Pr.6.1.c** Display audience etiquette appropriate for the context and venue.	**2.MU.Pr.6.1.c** Display audience etiquette appropriate for the context, venue, and genre.	**3.MU.Pr.6.1.c** Display audience etiquette appropriate for the context, venue, and genre.	**4.MU.Pr.6.1.c** Display audience etiquette appropriate for the context, venue, genre, and style.	**5.MU.Pr.6.1.c** Display audience etiquette appropriate for the context, venue, genre, and style.		

Responding

Anchor Standard 7: K-8.Re.7: Identify and analyze artistic works.							
Select: Choose music appropriate for specific purposes and contexts.							
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**MS: General**	**MS: Ensemble**
K.MU.Re.7.1.a With guidance, state personal interests and demonstrate why they prefer some music selections over others.	**1.MU.Re.7.1.a** With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	**2.MU.Re.7.1.a** With minimal guidance, explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	**3.MU.Re.7.1.a** Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	**4.MU.Re.7.1.a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	**5.MU.Re.7.1.a** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	**6-8.MUg.Re.7.1.a** Select or choose contrasting music to listen to and compare the connections to interests or experiences for a specific purpose.	**6-8.MUe.Re.7.1.a** Explain reasons for selecting music using the elements of music and the connections to interest, purpose, and context.

Anchor Standard 7: K-8.Re.7: Identify and analyze artistic works. (cont'd)							
Analyze: Analyze how the structure and context of varied musical works inform the response.							
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**MS: General**	**MS: Ensemble**
K.MU.Re.7.2.a With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	**1.MU.Re.7.2.a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used to support a specific purpose in music.	**2.MU.Re.7.2.a** With minimal guidance, describe how specific music concepts are used to support a specific purpose in music.	**3.MU.Re.7.2.a** Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).	**4.MU.Re.7.2.a** Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social and cultural).	**5.MU.Re.7.2.a** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context(such as personal, social, cultural, and historical).	**6-8.MUg.Re.7.2.a** Describe, classify, and compare how the elements of music and expressive qualities relate to the structure of the pieces.	**6-8.MUe.Re.7.2.a** Describe, classify, and compare how the elements of music and expressive qualities relate to the structure within programs of music.
						6-8.MUg.Re.7.2.b Identify and compare the context of music from a variety of genres, cultures, and historical periods.	**6-8.MUe.Re.7.2.b** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Anchor Standard 8: K-8.Re.8: Interpret intent and meaning in artistic work.							
Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.							
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**MS: General**	**MS: Ensemble**
K.MU.Re.8.1.a With guidance, demonstrate awareness of expressive qualities (such as dynamics, tempo, style, and articulation).that reflect creators'/performers' expressive intent.	**1.MU.Re.8.1.a** With minimal guidance, demonstrate and identify expressive qualities (such as dynamics, tempo, style, and articulation).that reflect creators'/ performers' expressive intent.	**2.MU:Re.8.1.a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics, tempo, style, and articulation)and how they support creators'/ performers' expressive intent.	**3.MU.Re.8.1.a** Demonstrate and describe how the expressive qualities (such as dynamics, tempo, style, and articulation) are used in performers' interpretations to reflect expressive intent.	**4.MU.Re.8.1.a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, style, and articulation) are used in performers' and personal interpretations to reflect expressive intent.	**5.MU.Re.8.1.a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, style, and articulation) are used in performers' and personal interpretations to reflect expressive intent.	**6-8.MUg.Re.8.1.a** Describe a personal interpretation of how composer's and performer's application of the elements of music and expressive qualities, within genres, cultural and historical context, convey expressive intent.	**6-8.MUe.Re.8.1.a** Describe and support personal interpretation of how composer's and performer's application of the elements of music and expressive qualities, within genres, cultural and historical context, convey expressive intent.

Anchor Standard 9: K-8.Re.9: Apply criteria to evaluate artistic works.

Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	MS: General	MS: Ensemble
K.MU.Re.9.1.a With guidance, apply personal and expressive preferences in the evaluation of music.	**1.MU.Re.9.1.a** With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	**2.MU.Re.9.1.a** With minimal guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	**3.MU.Re.9.1.a** Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	**4.MU.Re.9.1.a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	**5.MU.Re.9.1.a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	**6-8.MUg.Re.9.1.a** Apply teacher or personally-developed criteria to evaluate musical works or performances.	**6-8.MUe.Re.9.1.a** Discuss and evaluate works and performances based on personal, collaborative, and developed criteria; including analysis of the structure and context.

Connecting

Anchor Standard 10: K-8.Cn.10: Synthesize and relate knowledge and personal experiences to make artistic works.

Connect: Synthesize and relate knowledge and personal experiences to make music.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	MS: General	MS: Ensemble
K.MU.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**1.MU.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**2.MU.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**3.MU.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**4.MU.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**5.MU.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**6-8.MUg.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**6-8.MUe.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: K-8.Cn.11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

Connect: Relate musical ideas and works with varied context to deepen understanding.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	MS: General	MS: Ensemble
K.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily	**1.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily	**2.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily	**3.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily	**4.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily	**5.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily	**6-8.MUg.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines,	**6-8.MUe.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines,

life.	life.	life.	life.	life.	life.	different contexts, and daily life.	different contexts, and daily life.

Music Standards (9-12)

Creating

Anchor Standard 1: 9-12.Cr.1: Generate and conceptualize artistic ideas and work.

Imagine: Generate musical ideas for various purposes and contexts.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Cr.1.1.a Compose and improvise ideas for melodies, rhythmic passages, and arrangements that reflect elements of music from a variety of cultures and historical periods studied during rehearsal.	**HSa.MUe.Cr.1.1.a** Compose and improvise ideas for arrangements, short compositions, or solos for the specific purpose to reflect elements from a variety of cultures, historical periods, and genres.	**HSp.MUct.Cr.1.1.a** Describe and demonstrate how sounds and short musical ideas can be used to represent personal experiences, sonic events, moods, memories, visual images, texts, or storylines.	**HSa.MUct.Cr.1.1.a** Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent sonic events, memories, visual images, texts, concepts, storylines, or abstract ideas.	**HSp.MUhi.Cr.1.1.a** Generate melodic, rhythmic, and harmonic ideas for simple melodies and chordal accompaniments for given melodies.	**HSa.MUhi.Cr.1.1.a** Generate melodic, rhythmic, and harmonic ideas for melodies, improvisations and compositions with three or more chord accompaniments in a variety of patterns.	**HSp.MUt.Cr.1.1.a** Create melodic, rhythmic, and melodic ideas for compositions or improvisations using digital tools	**HSa.MUt.Cr.1.1.a** Create melodic, rhythmic, and melodic ideas for compositions or improvisations using digital tools, resources, and systems.

Anchor Standard 2: 9-12.Cr.2: Organize and develop artistic ideas and work.

Plan & Make: Select and develop musical ideas for defined purposes and contexts.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Cr.2.1.a Select and develop draft melodies, rhythmic passages, and arrangements studied in rehearsal.	**HSa.MUe.Cr.2.1.a** Select and develop arrangements, sections, and short compositions from a variety of cultures and historical periods. Preserve draft compositions using standard notation or audio/video recording.	**HSp.MUct.Cr.2.1.a** Assemble and organize sounds and short musical ideas that can be used to create expressions of personal experiences, sonic events, moods, memories, visual images, texts, or storylines.	**HSa.MUct.Cr.2.1.a** Assemble and organize multiple sounds or extended musical ideas that can be used to create expressions of personal experiences, sonic events, moods, memories, visual images, texts, storylines, or abstract ideas.	**HSp.MUhi.Cr.2.1.a** Select, develop, and use standard notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies and chordal accompaniments for given melodies.	**HSa.MUhi.Cr.2.1.a** Select, develop, and use standard notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for melodies, improvisations and compositions with three or more chord accompaniments in a variety of patterns.	**HSp.MUt.Cr.2.1.a** Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital and analog tools.	**HSa.MUt.Cr.2.1.a** Select, develop and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work using digital and analog tools, resources, and systems.
		HSp.MUct.Cr.2.1.b Identify, describe,	**HSa.MUct.Cr.2.1.b** Analyze and				

		and explain the development of sounds or short musical ideas within a variety of forms.	demonstrate the development of short or extended musical ideas within a variety of forms.				

Anchor Standard 3: 9-12.Cr.3: Refine and complete artistic work.							
Evaluate & Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.							
Traditional and Emerging Ensembles: Proficient	**Traditional and Emerging Ensembles: Advanced**	**Composition and Theory: Proficient**	**Composition and Theory: Advanced**	**Harmonizing Instruments: Proficient**	**Harmonizing Instruments: Advanced**	**Technology: Proficient**	**Technology: Advanced**
HSp.MUe.Cr.3.1.a Evaluate and refine draft melodies, rhythmic passages, and arrangements based on knowledge, skill and teacher-provided criteria.	**HSa.MUe.Cr.3.1.a** Evaluate and refine draft melodies, rhythmic passages, arrangements, improvisations, and short compositions based on teacher, collaborative, and personally developed criteria.	**HSp.MUct.Cr.3.1.a** Identify, describe, and apply teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of drafts leading to the final composition.	**HSa.MUct.Cr.3.1.a** Identify, describe, and apply teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of drafts leading to the final composition.	**HSp.MUhi.Cr.3.1.a** Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies and chordal accompaniments for given melodies.	**HSa.MUhi.Cr.3.1.a** Apply teacher-provided criteria to critique, improve, and refine drafts of melodies, improvisations and compositions with three or more chord accompaniments in a variety of patterns.	**HSp.MUt.Cr.3.1.a** Using teacher, collaborative, and personal feedback, develop and use strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	**HSa.MUt.Cr.3.1.a** Develop and use a variety of strategies and apply teacher-provided and personally developed criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.							
HSp.MUe.Cr.3.2.a Share personally-developed melodic ideas and rhythmic passages individually or as an ensemble.	**HSa.MUe.Cr.3.2.a** Share personally-developed melodic ideas, rhythmic passages, arrangements, improvisations, and short compositions individually or as an ensemble.	**HSp.MUct.Cr.3.2.a** Share music through the use of notation, performance, or technology and demonstrate or describe how the elements of music and compositional techniques have been used to show expressive intent.	**HSa.MUct.Cr.3.2.a** Share music through the use of notation, solos or group performance, or technology and demonstrate and explain how the elements of music, compositional techniques, and processes have been used to show expressive intent.	**HSp.MUhi.Cr.3.2.a** Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating understanding of how to develop and organize original musical ideas.	**HSa.MUhi.Cr.3.2.a** Share final versions of melodies, improvisations and compositions with three or more chord accompaniments in a variety of patterns, demonstrating an understanding of how to develop and organize personal musical ideas.	**HSp.MUt.Cr.3.2.a** Share compositions and/or improvisations that demonstrate a proficient level of musical and technological craftsmanship using digital tools and resources to develop and organize musical ideas.	**HSa.MUt.Cr.3.2.a** Share a portfolio of musical compositions and improvisations from a variety of styles and genres that demonstrate an advanced level of musical and technological craftsmanship using digital and analog tools, resources, and systems in developing and organizing musical ideas.
Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.							
		HSp.MUct.Cr.3.2.b Describe the selected contexts and performance mediums for presenting personal works, and	**HSa.MUct.Cr.3.2.b** Describe a variety of contexts and performance				

		explain how and why they impact their final composition and presentation.	mediums for presenting personal works, and explain and compare how and why they impact their final composition and presentation.				

Performing

Anchor Standard 4: 9-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Pr.4.1.a Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble. Explain the criteria used in selecting the repertoire.	**HSa.MUe.Pr.4.1.a** Develop and apply criteria to study and perform repertoire that challenges the performing ensemble.	**HSp.MUct.Pr.4.1.a** Identify and select musical ideas, passages, or sections in musical works that express a personal experience, visual image, or storyline in simple forms.	**HSa.MUct.Pr.4.1.a** Identify and select sections, movements, or entire musical works that express personal experiences and interests, visual images, concepts, texts, or storylines in various forms.	**HSp.MUhi.Pr.4.1.a** Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	**HSa.MUhi.Pr.4.1.a** Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	**HSp.MUt.Pr.4.1.a** Form and justify ideas for criteria used in selecting a variety of repertoire based on interest, music reading skills, and the understanding of the performer's technical and technological skill using digital tools.	**HSa.MUt.Pr.4.1.a** Form, justify, and apply criteria used in selecting a variety of repertoire to study and perform based on interest, an understanding of theoretical and structural characteristics of the music, and the performer's technical and technological skill using digital/analog tools and resources.

Analyze: Analyze the structure and context of varied musical works and their implications for performance.

HSp.MUe.Pr.4.2.a Demonstrate, using music reading skills, how the elements of music contribute to understanding the context of the music in prepared or improvised performances.	**HSa.MUe.Pr.4.2.a** Evaluate and critique, using music reading skills, how the structure and context impact and inform prepared and improvised performances.	**HSp.MUct.Pr.4.2.a** Analyze how the elements of music of selected works relate to style, function, and context, and explain their effect for rehearsal and performance.	**HSa.MUct.Pr.4.2.a** Analyze how the elements of music of selected works relate to style, function, and context, and explain and support the analysis their effect for	**HSp.MUhi.Pr.4.2.a** Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading	**HSa.MUhi.Pr.4.2.a** Identify and describe important theoretical and structural characteristics and context in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and	**HSp.MUt.Pr.4.2.a** Describe and demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of	**HSa.MUt.Pr.4.2.a** Examine, evaluate, and critique how understanding the context, expressive challenges, theoretical and structural aspects, and use of digital tools in a varied repertoire of music influences prepared

			rehearsal and performance.	standard notation.	chordal accompaniments in a variety of patterns.	music influences prepared or improvised performances.	or improvised performances.

Anchor Standard 4: 9-12.Pr.4: Analyze, interpret, and select artistic works for presentation. (cont'd)

Interpret: Develop personal interpretations that consider creators' intent

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Pr.4.3.a Demonstrate an understanding of expressive qualities in a selected repertoire of music.	**HSa.MUe.Pr.4.3.a** Demonstrate how understanding the style, genre, and context of repertoire help the performer's ability to connect with the audience.	**HSp.MUct.Pr.4.3.a** Develop interpretations or works based on an understanding of the use of elements of music, style, and mood, explaining and supporting the creators' intent.	**HSa.MUct.Pr.4.3.a** Develop interpretations or works based on an understanding of the use of elements of music, compositional techniques, style, function, and context, explaining and justifying the creators' intent.	**HSp.MUhi.Pr.4.3.a** Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	**HSa.MUhi.Pr.4.3.a** Describe in interpretations the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.	**HSp.MUt.Pr.4.3.a** Show how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.	**HSa.MUt.Pr.4.3.a** Show how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

Anchor Standard 5: 9-12.Pr.5: Develop and refine artistic works for presentation.

Rehearse, Evaluate & Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Pr.5.1.a Develop strategies using expressive intent to evaluate their success using self-reflection, peer feedback, and teacher provided criteria to refine performances.	**HSa.MUe.Pr.5.1.a** Apply and refine rehearsal strategies to address individual and ensemble challenges.	**HSp.MUct.Pr.5.1.a** Create rehearsal plans for works identifying form, style, and historical or cultural context of the work.	**HSa.MUct.Pr.5.1.a** Create rehearsal plan for works identifying the form, repetition and variation within the form, compositional techniques, style, and historical or cultural context of the work.	**HSp.MUhi.Pr.5.1.a** Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire places, and chordal accompaniments selected for performance, and identify and apply practice strategies to address performance challenges and refine the performances.	**HSa.MUhi.Pr.5.1.a** Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.		

Anchor Standard 5: 9-12.Pr.5: Develop and refine artistic works for presentation. (cont'd)							
Rehearse, Evaluate & Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.							
		HSp.MUct.Pr.5.1.b Using teacher-provided or personally-developed criteria and collaborative feedback, identify the ways in which performances convey the elements of music, style, and mood.	**HSa.MUct.Pr.5.1.b** Using teacher-provided or personally-developed criteria and collaborative feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.				
		HSp.MUct.Pr.5.1.c Identify and use strategies for improving the technical and expressive aspects of multiple works.	**HSa.MUct.Pr.5.1.c** Identify, compare, and use strategies for improving the technical and expressive aspects of multiple contrasting works.				

Anchor Standard 6: 9-12.Pr.6: Convey meaning from the presentation of artistic work.							
Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.							
Traditional and Emerging Ensembles: Proficient	**Traditional and Emerging Ensembles: Advanced**	**Composition and Theory: Proficient**	**Composition and Theory: Advanced**	**Harmonizing Instruments: Proficient**	**Harmonizing Instruments: Advanced**	**Technology: Proficient**	**Technology: Advanced**
HSp.MUe.Pr.6.1.a Perform repertoire using technical accuracy and expressive qualities to connect with an audience. Repertoire should represent diverse cultures, styles, genres, and historical periods.	**HSa.MUe.Pr.6.1.a** Perform repertoire demonstrating mastery of technical accuracy and expressive qualities to connect with an audience. Repertoire should represent diverse cultures, styles genres, and historical periods	**HSp.MUct.Pr.6.1.a** Share live or recorded (audio/video) performances of works, and explain how the elements of music are used to reflect intent.	**HSa.MUct.Pr.6.1.a** Share live or recorded (audio/video) performances of works, and explain and/or demonstrate understanding how the elements of music are used to reflect intent.	**HSp.MUhi.Pr.6.1.a** Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the	**HSa.MUhi.Pr.6.1.a** Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns demonstrating understanding of the	**HSp.MUt.Pr.6.1.a** Using digital tools and resources, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a variety of repertoire	**HSa.MUt.Pr.6.1.a** Integrating digital and analog tools and resources, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a variety of repertoire representing

	using multiple types of ensembles.			audience and the context	audience and the context.	representing cultures, styles, and genres.	cultures, styles, genres, and historical periods.

Anchor Standard 6: 9-12.Pr.6: Convey meaning from the presentation of artistic work. (cont'd)							
Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.							
		HSp.MUct.Pr.6.1.b Identify and explain how compositions are appropriate for both audience and/or context, and how this will shape future compositions.	**HSa.MUct.Pr.6.1.b** Identify and explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.				

Responding

Anchor Standard 7: 9-12.Re.7: Identify and analyze artistic works.							
Select: Choose music appropriate for specific purposes and contexts.							
Traditional and Emerging Ensembles: Proficient	**Traditional and Emerging Ensembles: Advanced**	**Composition and Theory: Proficient**	**Composition and Theory: Advanced**	**Harmonizing Instruments: Proficient**	**Harmonizing Instruments: Advanced**	**Technology: Proficient**	**Technology: Advanced**
HSp.MUe.Re.7.1.a Explain reasons for selecting music using the elements of music and the connections to interest, purpose, and context.	**HSa.MUe.Re.7.1.a** Justify repertoire choices using research and personally developed criteria citing knowledge of the music's purpose and context.	**HSp.MUct.Re.7.1.a** Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences, moods, visual images, or storylines in simple form and describe the choices as models for composition.	**HSa.MUct.Re.7.1.a** Apply researched, teacher-provided, or personally-developed criteria to select music that expresses personal experiences, moods, visual images, or storylines in various forms and describe, defend, and justify the choices as models for composition.	**HSp.MUhi.Re.7.1.a** Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	**HSa.MUhi.Re.7.1.a** Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.	**HSp.MUt.Re.7.1.a** Select and develop reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	**HSa.MUt.Re7.1.a** Select, critique, and compare a variety of musical selections or works based on characteristics and knowledge of the music, digital and electronic aspects, and the purpose and context of the works.
Analyze: Analyze how the structure and context of varied musical works inform the response.							
HSp.MUe.Re.7.2.a Analyze passages and understand the way the elements of music are manipulated.	**HSa.MUe.Re.7.2.a** Demonstrate and justify the analysis of structures, contexts, and performance decisions influence the response to music.	**HSp.MUct.Re.7.2.a** Analyze aurally and/or by reading the scores of musical works the elements of music relating them to style, mood, and context. Describe and explain how the analysis	**HSa.MUct.Re.7.2.a** Analyze aurally and/or by reading the scores of musical works the elements of music, compositional techniques, relating them to expressive qualities, style, mood,	**HSp.MUhi.Re.7.2.a** Describe how the way the elements of music are manipulated and knowledge of the context inform the response.	**HSa.MUhi.Re.7.2.a** Compare passages in musical selections and explain how the elements of music and context inform the response.	**HSp.MUt.Re.7.2.a** Explain how knowledge and the analysis of the structure, context, technological aspects, and purpose of the music inform the	**HSa.MUt.Re.7.2.a** Demonstrate and justify how knowledge and the analysis of the structure, context, technological decisions, and purpose of the

		provides models for personal growth as composer, performer, and/or listener.	and context. Explain how the analysis provides models for personal growth as composer and performer.			response.	music informs the response.

Anchor Standard 8: 9-12.Re.8: Interpret intent and meaning in artistic work.

Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Re.8.1.a Explain and support interpretation of the expressive intent and meaning of the musical works; using elements of music, contexts, and the setting of the text.	**HSa.MUe.Re.8.1.a** Support interpretation of the expressive intent and meaning of the musical works; using elements of music, context, setting of the text, personal research, and varied researched sources.	**HSp.MUct.Re.8.1.a** Analyze aurally and/or by reading the scores of musical works the elements of music, compositional techniques, relating them to expressive qualities, style, mood, and context. Explain how the analysis provides models for personal growth as composer and performer.	**HSa.MUct.Re.8.1.a** Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music, technical or expressive aspects, context, and style/genre of each work.	**HSp.MUhi.Re.8.1.a** Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context, and/or the setting of the text.	**HSa.MUhi.Re.8.1.a** Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and/or the setting of the text, and outside sources.	**HSp.MUt.Re.8.1.a** Explain and support the interpretation of a musical work based on digital and electronic tools using technological devices.	**HSa.MUt.Re.8.1.a** Explain, cite research, and use multiple sources to support the interpretation of a musical work based on digital and electronic tools using technological devices.

Anchor Standard 9: 9-12.MU.Re.9: Apply criteria to evaluate artistic works.

Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Re.9.1.a Discuss and evaluate works and performances based on personal, collaborative, and developed criteria; including analysis of the structure and context.	**HSa.MUe.Re.9.1.a** Develop and justify evaluation of the music and performance based on criteria, personal decision-making, research, and understanding of contexts.	**HSp.MUct.Re.9.1.a** Describe and explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	**HSa.MUct.Re.9.1.a** Explain and evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques.	**HSp.MUhi.Re.9.1.a** Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context to evaluate individual and small group musical selections for listening.	**HSa.MUhi.Re.9.1.a** Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	**HSp.MUt.Re.9.1.a** Evaluate music and apply criteria based on analysis, interpretation, artistic intent, digital/electronic/ analog features, and musical qualities.	**HSa.MUt.Re.9.1.a** Develop and justify the evaluation of music based on teacher-provided or personally-developed criteria, digital/electronic/ analog features, and musical qualities.

		HSp.MUct.Re.9.1.b Describe ways in which critiquing others' work and receiving feedback from others can be used in the personal creative process.	**HSa.MUct.Re.9.1.b** Describe and evaluate ways in which critiquing others' work and receiving feedback from others can be used in the personal creative process.				

Connecting

Anchor Standard 10: 9-12.Cn.10: Synthesize and relate knowledge and personal experiences to make artistic works.

Connect: Synthesize and relate knowledge and personal experiences to make music.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.	**HSa.MUe.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.	**HSp.MUct.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**HSa.MUct.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**HSp.MUhi.Cn.10.1.a** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	**HSa.MUhi.Cn.10.1.a** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	**HSp.MUt.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**HSa.MUt.Cn.10.1.a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: 9-12.Cn.11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

Connect: Relate musical ideas and works with varied context to deepen understanding.

Traditional and Emerging Ensembles: Proficient	Traditional and Emerging Ensembles: Advanced	Composition and Theory: Proficient	Composition and Theory: Advanced	Harmonizing Instruments: Proficient	Harmonizing Instruments: Advanced	Technology: Proficient	Technology: Advanced
HSp.MUe.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily	**HSa.MUe.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily	**HSp.MUct.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.	**HSa.MUct.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.	**HSp.MUhi.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	**HSa.MUhi.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.	**HSp.MUt.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.	**HSa.MUt.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.

life.	life.						

Music Glossary

Analog tools: Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers.

Bordun: Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating

Compositional devices: Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form

Compositional procedures: Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing

Compositional techniques: Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, sound-silence, motion-stasis, in addition to compositional devices

Context: Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

Context, cultural: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Context, historical: Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience

Context, personal: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Context, social environment: Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Culturally authentic performance: Presentation that reflects practices and interpretation representative of the style and traditions of a culture

Demonstrate: Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

Digital environment: Simulated place made or created through the use of one or more computers, sensors, or equipment

Digital notation: A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers

Digital resources: Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone

Digital systems: Platforms that allow interaction and the conversion between and through the audio and digital domains

Digital tools: Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software

Elements of music: Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

Enduring understanding: Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations

Essential question: Question that is central to the core of a discipline–in this case, music–and promotes investigation to uncover corresponding enduring understanding(s)

Established criteria: Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

Expression: Feeling conveyed through music

Expressive aspects: Characteristics that convey feeling in the presentation of musical ideas

Expressive intent: The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music

Expressive qualities: Qualities such as dynamics, tempo, articulation which--when combined with other elements of music--give a composition its musical identity

Formal design: Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece

Function: Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising

Fundamentals of music theory: Basic elements of music, their subsets, and how they interact

Genre: Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country

Guidance: Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently

Heterophonic: Musical texture in which slightly different versions of the same melody sound simultaneously

Homophonic: Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords

Iconic notation: Representation of sound and its treatment using lines, drawings, pictures

Intent: Meaning or feeling of the music planned and conveyed by a creator or performer

Interpret: Determine and demonstrate music's expressive intent and meaning when responding and performing

Monophonic: Musical texture consisting of a single, unaccompanied melodic line

Music literacy: Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

Musical idea: Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Personal context: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Personally-developed criteria: Qualities or traits for assessing achievement level developed by students individually

Polyphonic: Musical texture in which two or more melodies sound simultaneously

Purpose: Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression

Repertoire: Body or set of musical works that can be performed

Respond: Understand and evaluate how the arts convey meaning

Social context: Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Sonic events: Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical

Sonic experience: Perception and understanding of the sounds and silences of a musical work and their inter-relationships

Standard notation: System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation

Stylistic expression: Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin

Technical accuracy/ technical skill: Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work

Vocables: Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

Theatre Arts

Theatre Arts: An Operational Definition

A student's theatre arts education experience encompasses both the drama process and theatre products. A student's understanding and achievement in theatre is designed to cultivate the whole person while developing reasoning, imagination, intuition, creativity, communication and expression through active participation in, but not limited to, holistic engagement, envisioned worlds, unscripted activities, real and imagined issues, traditional conventions, history, sociology, culture, scripted plays, acting, public performance, stagecraft, and unfettered play. A strong and clear idea of the theatre process, which takes a dramatic or theatrical work from inception to fruition, teaches the importance of follow-through and responsibility. In addition, a theatre arts education teaches the value of proper planning, the presentation of ideas, persuasion, entertainment, design and enrichment. By creating dances, music, theatrical productions and visual works of art, students learn the importance of collaboration, self-discipline, and perseverance in situations where there is no clear standard or approved answer to problems. Theatre arts education builds multiple kinds of literacy and offers unique perspectives on other disciplines which require creative solutions. A theatre arts education empowers the individual to strive for accomplishment that cultivates a possible society which invests in the future of our children, our communities and civilization.

Overview: South Dakota K-12 Theatre Arts Standards

The Theatre Arts Standards, which were approved by the South Dakota State Board of Education in 2015 include student outcomes (what students should know and be able to do) in each grade from pre-kindergarten through 5, a middle school level (6-8), and for two levels in high school (proficient and advanced).

While the standards identify what knowledge and skills students should know and be able to do, they leave precisely how this is to be accomplished to teachers and other local specialists who formulate, deliver, and evaluate criteria. The South Dakota Theatre Arts Standards are designed to provide a framework for curriculum, instruction, and assessment practices.

Organization of the Theatre Standards Document

K	**TH**	**Cr**	**1**	**1**
Grade	*Subject*	*Artistic Processes*	*Anchor Standard*	*Outcome*

Example: 4.TH.Re.7.1 This label reflects 4 (4th Grade), TH (Theatre), Re (Artistic Process: Responding), 7 (Anchor Standard 7), 1 (Outcome 1).

Example: HSp.TH.Cr.3.2 This label reflects HSp (High School proficient); TH (Theatre), Cr (Artistic Process: Creating), 3 (Anchor Standard 3), 2 (Outcome2)

Theatre Standards

Creating

Anchor Standard 1: K-12.Cr.1: Generate and conceptualize artistic ideas and work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.TH.Cr.1.1 With prompting and support, invent and inhabit an imaginary world through dramatic play and/or process drama (e.g., process drama, story drama, creative drama).	**1.TH.Cr.1.1** Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama)	**2.TH.Cr.1.1** Propose potential new details to the literary elements (e.g., story, plot, character) in a guided drama experience (e.g., process drama, story drama, creative drama).	**3.TH.Cr.1.1** Create characters, imagined worlds and improvised stories in a dramatic and/or theatrical 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 and/or theatrical work.	**5.TH.Cr.1.1** Describe the elements of physical expression that might reveal a character's internal traits (e.g., thoughts, objectives, intentions/motivations) within the imagined world of a dramatic and/or theatrical work.	**6-8.TH.Cr.1.1** Identify and explore multiple perspectives and solutions to staging challenges in a dramatic and/or theatrical work.	**HSp.TH.Cr.1.1** Apply basic dramaturgy (e.g., historical, social, and cultural research) to develop ideas about the visual composition of a dramatic and/or theatrical work.	**HSa.TH.Cr.1.1** Investigate and synthesize knowledge from basic dramaturgy and technologies to create the visual composition of a dramatic and/or theatrical work.
K.TH.Cr.1.2 With prompting and support, use non-representational objects to create props, puppets, and costume pieces that exist in an imaginary place.	**1.TH.Cr.1.2** Collaborate with peers to explore ideas for costumes and props within a guided drama experience (e.g., process drama, story drama, creative drama).	**2.TH.Cr.1.2** Collaborate with peers to explore possibilities of the technical elements (e.g., scenery, props, costumes) in a guided drama experience (e.g., process drama, story drama, creative drama).	**3.TH.Cr.1.2** Explore and explain ideas of technical elements (e.g., scenery, props, costumes) for the environment and characters in a dramatic and/or theatrical work.	**4.TH.Cr.1.2** Visualize and design technical elements that support the story and given circumstances in a dramatic and/or theatrical work.	**5.TH.Cr.1.2** Explain possible ideas of technical elements that support the story and given circumstances in a dramatic and/or theatrical work.	**6-8.TH.Cr.1.2** Identify and explore multiple perspectives and solutions to the challenges of the technical elements within a dramatic and/or theatrical work as it pertains to a performance space.	**HSp.TH.Cr.1.2** Explore and understand the impact of technology on design choices in a dramatic and/or theatrical work.	**HSa.TH.Cr.1.2** Create and apply a complete design for a dramatic and/or theatrical work that incorporates all elements of technology (scenery, costumes, props, makeup, sound, lights, etc.).
	1.TH.Cr.1.3 Identify ways in which elements of physical expression (e.g. voice, gestures and movement) may be used to create or retell a story in guided drama experiences (e.g., process drama, story	**2.TH.Cr.1.3** Identify ways in which elements of physical expression (e.g., voice, gestures and movement)may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama,	**3.TH.Cr.1.3** Collaborate on how characters might use various elements of physical expression (e.g., voice, gestures and movement) to support the story and given circumstances in a	**4.TH.Cr.1.3** Imagine ways in which the elements of physical expression by a character might support the story and given circumstances in dramatic and/or	**5.TH.Cr.1.3** Imagine how a character's internal traits (e.g., thoughts, objectives, intentions/motivations) might impact the story and given circumstances in a dramatic and/or theatrical work.	**6-8.TH.Cr.1.3** Explore and develop a character's internal traits (e.g., thoughts, objectives, and intentions/motivations) as it pertains to the given circumstances of		

	drama, creative drama).	creative drama).	dramatic and/or theatrical work.	theatrical work.		a dramatic and/or theatrical work.		

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.TH.Cr.2.1 With prompting and support interact with peers and express original ideas to contribute to dramatic play or a guided drama (e.g., process drama, story drama, creative drama).	**1.TH.Cr.2.1** Contribute to the development of a sequential plot by collaboration in a guided drama experience (e.g., process drama, story drama, creative drama).	**2.TH.Cr.2.1** Collaborate with peers to create meaningful dialogue that advances a story in a guided drama experience (e.g., process drama, story drama, creative drama).	**3.TH.Cr.2.1** Participate and compare original ideas with peers to make selections that enhance the group for a dramatic and/or theatrical work.	**4.TH.Cr.2.1** Collaborate to devise original ideas on the responsibiliti es required to present a dramatic or theatrical work to peers.	**5.TH.Cr.2.1** Develop original ideas for a dramatic and/or theatrical work and participate in the defined responsibilities required in the presentation of that work informally to an audience.	**6-8.TH.Cr.2.1** Employ thorough examination and basic dramaturgy (historical, social and cultural research) to refine and evolve original ideas into a devised or scripted work.	**HSp.TH.Cr.2.1** Explore and refine a dramatic concept from original ideas through basic dramaturgy (historical, social, cultural research).	**HSa.TH.Cr.2.1** Develop and synthesize a dramatic and/or theatrical work from original ideas utilizing dramaturgy (historical, social, cultural research) with respect to western or non-western traditions.
						6-8.TH.Cr.2.2 Demonstrate mutual respect for self and others by sharing leadership and responsibilities to develop collaborative goals in preparing or devising a dramatic and/or theatrical work.	**HSp.TH.Cr.2.2** Investigate the collaborative nature of a creative team (actor, director, playwright, designers) exploring their interdependent roles in a dramatic and/or theatrical work.	**HSa.TH.Cr.2.2** Cooperate and collaborate as a creative team to discover solutions and make choices in a devised or scripted dramatic and/or theatrical work.

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.TH.Cr.3.1 With prompting and support, pose questions and share responses to questions raised in dramatic play or guided drama (e.g., process drama, story drama, creative drama).	**1.TH.Cr.3.1** Contribute to the adaptation of literary elements (plot and/or dialogue) within a story for a guided drama experience (e.g., process drama, story drama, creative drama).	**2.TH.Cr.3.1** Contribute to the adaptation of literary elements (plot and/or dialogue) within a story for a guided drama experience (e.g., process drama, story drama, creative drama).	**3.TH.Cr.3.1** With peers, revise, refine and adapt ideas to fit the set guidelines of a dramatic and/or theatrical work.	**4.TH.Cr.3.1** Rehearse and refine an improvised or scripted dramatic and/or theatrical work.	**5.TH.Cr.3.1** Rehearse and refine an improvised or scripted dramatic and/or theatrical work through repetition and reflection	**6-8.TH.Cr.3.1** Demonstrate focus and concentration in the rehearsal process to analyze and revise choices in an improvised or scripted dramatic and/or theatrical work.	**HSp.TH.Cr.3.1** Using the rehearsal process and theatrical staging conventions analyze the dramatic concept and technical elements of an improvised or scripted dramatic and/or theatrical	**HSa.TH.Cr.3.1** Refine and re-imagine style, genre, form and staging conventions to transform an improvised or scripted dramatic and/or theatrical work through the rehearsal

							work.	process.

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work. (cont'd)								
	1.TH.Cr.3.2 Identify similarities and differences in elements of physical expression (e.g., sounds, movements, gestures) in a guided drama experience (e.g., process drama, story drama, creative drama).	**2.TH.Cr.3.2** Use and adapt elements of physical expression (e.g., sounds, movements, gestures) in a guided drama experience (e.g., process drama, story drama, creative drama).	**3.TH.Cr.3.2** Participate in the exploration of physical expression (e.g. voice, movement, gestures) in an improvised or scripted dramatic and/or theatrical work.	**4.TH.Cr.3.2** Utilize elements of physical expression in the preparation of an improvised or scripted dramatic and/or theatrical work.	**5.TH.Cr.3.2** Utilize elements of physical expression to develop a character in an improvise or scripted dramatic and/or theatrical work.	**6-8.TH.Cr.3.2** Identify, Develop, and Refine elements of physical expression of characters in an improvised and/or scripted theatrical work.	**HSp.TH.Cr.3.2** Use script analysis, elements of physical expression and basic dramaturgy (cultural, historical, and social research) to create a believable, authentic and relevant dramatic and/or theatrical work.	**HSa.TH.Cr.3.2** Synthesize ideas from thorough dramaturgy, script analysis and context to create a performance that is believable, authentic and relevant dramatic and/or theatrical work.
	1.TH.Cr.3.3 Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	**2.TH.Cr.3.3** Independently develop multiple representations of single object in a guided drama experience (E.g., process drama, story drama, creative drama).	**3.TH.Cr.3.3** Create and design technical elements to support an improvised or scripted dramatic and/or theatrical work.	**4.TH.Cr.3.3** Collaborate on design technical elements that arise in rehearsal.	**5.TH.Cr.3.3** Create and design solutions to the technical elements that arise in rehearsal for a dramatic and/or theatrical work.	**6-8.TH.Cr.3.3** Explore and implement the elements of technical design utilizing simple technology during the rehearsal process.	**HSp.TH.Cr.3.3** Through the rehearsal process refine and re-imagine the technical elements and design choices that enhance the story and emotional impact of a dramatic and/or theatrical work.	**HSa.TH.Cr.3.3** Apply higher level of technical proficiencies to the rehearsal process and performance of an improvised or scripted dramatic and/or theatrical work that supports the story both contextually and emotionally that is believable, authentic and relevant.

Performing

Anchor Standard 4: K-12.Pr.4: Analyze, interpret and select artistic work for presentation.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
K.TH.Pr.4.1 With prompting and support, identify various literary elements with emphasis on characters and setting in dramatic play and/or a guided drama experience (process drama, story drama, creative drama).	**1.TH.Pr.4.1** Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	**2.TH.Pr.4.1** Interpret literary elements in a guided drama experience (e.g., process drama, story drama, creative drama).	**3.TH.Pr.4.1** Apply the elements of dramatic structure to a story and create an original dramatic and/or theatrical work.	**4.TH.Pr.4.1** Explore options of a character's dialogue and actions to change the story in a dramatic and/or theatrical work.	**5.TH.Pr.4.1** Justify the actions and dialogue of a character by exploring the thoughts and emotions found in dramatic and/or theatrical work.	**6-8.TH.Pr.4.1** Explore the structure of a dramatic and/or theatrical work by identifying essential literary elements and various staging choices to enhance the story.	**HSp.TH.Pr.4.1** Examine how the relationships of the characters help tell the story of a dramatic and/or theatrical work.	**HSa.TH.Pr.4.1** Discover how unique choices shape believable and sustainable dramatic and/or theatrical work by applying research from a director's point of view.
	1.TH.Pr.4.2 Using elements of physical expression to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	**2.TH.Pr.4.2** Using elements of physical expression articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).	**3.TH.Pr.4.2** Investigate how the elements of physical expression are used in a dramatic and/or theatrical work.	**4.TH.Pr.4.2** Using elements of physical expression develop a character in a dramatic and/or theatrical work.	**5.TH.Pr.4.2** Explore elements of physical expression to create a meaningful character in a dramatic and/or theatrical work.	**6-8.TH.Pr.4.2** Experimenting with elements of physical expression communicate choices that shape a character's objectives and tactics.	**HSp.TH.Pr.4.2** Develop character choices by examining the given circumstances in a dramatic and/or theatrical work.	**HSa.TH.Pr.4.2** Utilize research from the script, the director's concept and various acting techniques to approach a characters choices that are believable, authentic and relevant in a dramatic and/or theatrical work.

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic techniques and work for presentation.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
K.TH.Pr.5.1 With Prompting and support recognize the elements of physical expression that are fundamental to dramatic play and guided drama experiences.	**1.TH.Pr.5.1** With Prompting and support recognize the elements of physical expression that are fundamental to dramatic play and guided drama experiences.	**2.TH.Pr.5.1** Demonstrate the relationship between the elements of physical expression and the mind in a guided drama experience.	**3.TH.Pr.5.1** Participate in exercises that incorporate elements of physical, vocal, and cognitive expression that can be used in a group setting for dramatic and/or theatrical work.	**4.TH.Pr.5.1** Rehearse selected group exercises that can be used in a dramatic or theatrical setting.	**5.TH.Pr.5.1** Identify acting exercises that can be used in a dramatic and/or theatrical work.	**6-8.TH.Pr.5.1** Recognize and participate in a variety of acting exercises and techniques that can be used in rehearsal or performance of a dramatic and/or theatrical work.	**HSa.TH.Pr.5.1** Rehearse and refine a range of acting techniques and skills to create a believable and sustainable experience in rehearsal or performance.	**HSa.TH.Pr.5.1** Employ and justify a collection of acting techniques from reliable resources to prepare and sustain a believable, authentic, and relevant performance.
K.TH.Pr.5.2 With prompting and support explore the various technical elements in	**1.TH.Pr.5.2** With prompting and support Identify technical elements that	**2.TH.Pr.5.2** Explore the technical elements in a guided drama	**3.TH.Pr.5.2** Identify the basic technical elements that can be used in a	**4.TH.Pr.5.2** Describe various technical elements used in a dramatic	**5.TH.Pr.5.2** Demonstrate the use of technical elements in a	**6-8.TH.Pr.5.2** Identify and utilize a variety of technical elements to create a design	**HSa.TH.Pr.5.2** Apply researched technical elements to increase the	**HSa.TH.Pr.5.2** Explain and justify the selection of technical elements used to create and build a design that

dramatic play or a guided drama experience.	can be used in a guided drama experience.	experience.	drama/theatre work.	and/or theatrical work.	dramatic and/or theatrical work.	that can be applied to a dramatic and/or theatrical production.	impact of a design for a production.	communicates the concept of the production.

Anchor Standard 6: K-12.Pr.6: Convey meaning through the presentation of artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.TH.Pr.6.1 With prompting and support use various elements of physical expression in dramatic play or a guided drama experience.	**1.TH.Pr.6.1** With prompting and support use a variety of physical expressions that communicate emotion in a guided drama experience.	**2.TH.Pr.6.1** Participate in group activities through a guided drama experience and informally share with peers.	**3.TH.Pr.6.1** Rehearse a dramatic or theatrical work and reflect individually and in small groups.	**4.TH.Pr.6.1** Share dramatic and theatrical work produced in a small group with peers as audience.	**5.TH.Pr.6.1** Present dramatic and theatrical work informally to an audience.	**6-8.TH.Pr.6.1** Adapt, participate and rehearse a dramatic and/or theatrical work to be shared with an audience in performance setting.	**HSp.TH.Pr.6.1** Using creative processes rehearse and perform a scripted work for a specific audience.	**HSa.TH.Pr.6.1** Using dramaturgy that is grounded in the creative perspectives of the playwright, director, and designer produce and perform for a specific audience a dramatic and/or theatrical work.

Responding

Anchor Standard 7: K-12.Re.7: Perceive and analyze artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.TH.Re.7.1 With prompting and support identify an emotional responses in dramatic play or a guided drama experience.	**1.TH.Re.7.1** Recall choices made in a guided drama experience.	**2.TH.Re.7.1** Recognize when artistic choices are made in a guided drama experience.	**3.TH.Re.7.1** Comprehend the artistic choices that are made in a dramatic and/or theatrical work.	**4.TH.Re.7.1** Describe the artistic choices made in a dramatic and/or theatrical work through active observation and participation.	**5.TH.Re.7.1** Express personal reactions to the artistic choices made in a dramatic and/or theatrical work through active observation.	**6-8.TH.Re.7.1** Compare and contrast personal and peer reactions to the evaluation of artistic choices made in a dramatic and/or theatrical work.	**HSp.TH.Re.7.1** Consider the cathartic responses (e.g. seen, felt, heard and understood) to a dramatic and/or theatrical work to develop criteria for artistic choices.	**HSa.TH.Re.7.1** Demonstrate an understanding of multiple cathartic responses and interpretations by using dramaturgy to justify and influence future artistic choices.

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.TH.Re.8.1 With Prompting and support explore preferences and characteristics in an age appropriate	**1.TH.Re.8.1** Explain preferences and emotions in an age appropriate theatre performances.	**2.TH.Re.8.1** Explain how personal experiences affect an audiences response in a guided drama	**3.TH.Re.8.1** Relate personal experiences when participating or observing a dramatic or theatrical work.	**4.TH.Re.8.1** Compare and contrast multiple personal experiences when participating or observing a dramatic work.	**5.TH.Re.8.1** Support choices based on personal experiences when participating in or observing a dramatic work.	**6-8.TH.Re.8.1** Identify and apply how artistic choices are made based on personal choices when participating or observing.	**HSp.TH.Re.8.1** Analyze artistic choices developed from personal experiences and create criteria to support it.	**HSa.TH.Re.8.1** Analyze artistic choices developed from personal experiences and create criteria to revise personal

theatre performance.		experience.						work and interpret the work of others when participating in a dramatic work.

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work. (cont'd)								
	1.TH.Re.8.2 Explore causes of character actions in a guided dramatic experience.	**2.TH.Re.8.2** Identify cause and effect of a characters actions in a guided drama experience.	**3.TH.Re.8.2** Explore various ways to develop a character using elements of physical expression and props and costumes to reflect multiple cultural perspectives.	**4.TH.Re.8.2** Compare and contrast various ways to develop a character using elements of physical expression and props and costumes to reflect multiple cultural perspectives.	**5.TH.Re.8.2** Describe personal responses to a character based on cultural perspectives when participating in or observing a dramatic work.	**6-8.TH.Re.8.2** Explain how cultural perspective influence the evaluation of a dramatic work.	**HSp.TH.Re.8.2** Identify and compare personal experiences with cultural perspectives in understanding a dramatic work.	**HSa.TH.Re.8.2** Identify and compare personal experiences with cultural perspective in understanding a dramatic work.
	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.	**2.TH.Re.8.3** Utilize words and images to describe how an observers emotions and choices may compare to those of a characters in a guided drama experience.	**3.TH.Re.8.3** Identify the connections that are made between oneself and a character.	**4.TH.Re.8.3** Explore elements of physical expression connected or emotions in a dramatic work.	**5.TH.Re.8.3** Explore the effects of emotions on elements of physical expression in a dramatic work.	**6-8.TH.Re.8.3** Identify and apply personal aesthetics, preferences, and beliefs to discuss and evaluate a dramatic work.	**HSp.TH.Re.8.3** Compare personal and multiple aesthetics, preferences and beliefs through participation and observation of a dramatic work.	**HSa.TH.Re.8.3** Explain how aesthetics, preferences and beliefs are used to create a context for critical research that informs artistic decisions in a dramatic work.

Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.TH.Re.9.1 With prompting and support actively participate with others in dramatic play or guided drama.	**1.TH.Re.9.1** Build on others ideas in a guided drama experience.	**2.TH.Re.9.1** Collaborate on scene work with others in a guided drama experience.	**3.TH.Re.9.1** Understand how and why groups evaluate dramatic/theatric works.	**4.TH.Re.9.1** Propose a plan to evaluate a dramatic work.	**5.TH.Re.9.1** Consider and apply a plan to evaluate a theatre work.	**6-8.TH.Re.9.1** Explain preferences to evaluate a dramatic work using personal experiences and aesthetics.	**HSp.TH.Cn.9.1** Make connections of a dramatic work to other art forms, history and culture.	**HSa.TH.Cn.9.1** Make connections of a dramatic work to other art forms, history and culture to support and evaluate the artistic choices.
	1.TH.Re.9.2 Consider what props and costumes	**2.TH.Re.9.2** Use props or costumes to describe characters,	**3.TH.Re.9.2** Consider and analyze technical elements from multiple	**4.TH.Re.9.2** Examine how technical elements may support a	**5.TH.Re.9.2** Identify how technical elements represent the	**6-8.TH.Re.9.2** Apply aesthetic choices in the development of technical	**HSp.TH.Cn.9.2** Consider personal aesthetics and knowledge of technical elements to create	**HSa.TH.Cn.9.2** Interpret and evaluate multiple aesthetic perspectives of the technical elements for the same or

	might be used in a guided drama experience.	settings or events in a guided drama experience.	dramatic/theatric works.	theme or concept.	theme or concept of a dramatic work.	elements used in a dramatic work.	meaning of the theatrical work with respect to other interpretations.	similar dramatic works.
	1.TH.Re.9.3 Observe the experiences of characters in a guided drama experience.	**2.TH.Re.9.3** Explain how characters respond to given challenges in a guided drama experience.	**3.TH.Re.9.3** Identify and interpret problems and situations in a dramatic work from an audience perspective.	**4.TH.Re.9.3** Recognize how a character's choices may impact an audiences perspective.	**5.TH.Re.9.3** Recognize how circumstances in a dramatic work impact an audiences perspective of that work.	**6-8.TH.Re.9.3** Identify how a dramatic work may impact an audience and assess the intended purpose of that work.	**HSp.TH.Cn.9.3** Develop a deeper understanding and appreciation of theatre by examining how dramatic work communicates to an audience for a specific purpose.	**HSa.TH.Cn.9.3** Recognize and examine a deeper understanding and appreciation of theatre by examining how dramatic work communicates to an audience for a specific purpose.

Connecting

Anchor Standard 10: K-12.Cn.10: Synthesize and relate knowledge and personal experiences to make art.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
K.TH.Cn.10.1 With prompting and support acknowledge the similarities between self and imagined characters.	**1.TH.Cn.10.1** Identify characters and emotions and relate it to personal experience.	**2.TH.Cn.10.1** Relate character experiences to personal experiences.	**3.TH.Cn.10.1** Make connections to community and culture by using personal experiences and knowledge.	**4.TH.Cn.10.1** Identify the ways a dramatic and/or a theatrical work reflects the perspectives of a community or culture.	**5.TH.Cn.10.1** Describe how a dramatic and/or theatrical work connects self to a community or culture.	**MS.TH.Cn.10.1** Describe how the actions of characters impact multiple perspectives and diverse community ideas by examining an issue through a dramatic and/or theatrical work.	**HSp.TH.Cn.10.1** Choose and interpret a dramatic work to reflect or question cultural perspective, community ideas or personal beliefs.	**HSa.TH.Cn.10.1** Using personal community and cultural perspective collaborate on a theatrical work that examines a critical issue.

Anchor Standard 11.1: K-12.Cn.11.1: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
	1.TH.Cn.11.1.1 Experience from other art forms and other content areas in a guided drama experience.	**2.TH.Cn.11.1.1** Consider appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience.	**3.TH.Cn.11.1.1** Identify the connection of real life situations and other content areas to a theatrical work.	**4.TH.Cn.11.1.1** Respond to real life situations by incorporating other content areas.	**5.TH.Cn.11.1.1** Investigate historical, global and social issues expressed in a dramatic work.	**6-8.TH.Cn.11.1.1** Incorporating different forms of fine and performing arts to examine contemporary social, cultural or global issues.	**HSa.TH.Cn.11.1.1** Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural dramatic work.	**HSa.TH.Cn.11.1.1** Create an original work that provides a new perspective on cultural, global and historic belief systems.

Anchor Standard 11.2: K-12.Cn.11.2: Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED

K.TH.Cn.11.2.1 With prompting and support identify contrasting stories in a dramatic play.	**1.TH.Cn.11.2.1** Identify similarities and differences in stories from one's own community in a guided drama experience.	**2.TH.Cn.11.2.1** Identify similarities and differences in stories from multiple cultures in a guided drama experience.	**2.TH.Cn.11.2.1** Explore how stories are adapted from literature to a dramatic work.	**4.TH.Cn.11.2.1** Explore story telling in a variety of cultures.	**5.TH.Cn.11.2.1** Analyze commonalities and differences between stories set in different cultures in preparation for a dramatic work.	**6-8.TH.Cn.11.2.1** Compare and contrast the visual and verbal worlds of two different versions of the same play.	**HSp.TH.Cn.11.2.1** Consider how other artists apply creative processes to formulate original choices in the development of a devised or scripted theatrical work.	**HSa.TH.Cn.11.2.1** Using the social and cultural background of a dramatic work explore how personal beliefs and biases can affect the interpretation of a dramatic work.
K.TH.Cn.11.2.2 With prompting and support express a short story in dramatic play.	**1.TH.Cn.11.2.2** Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.	**2.TH.Cn.11.2.2** Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.	**2.TH.Cn.11.2.2** Explore how artists have historically presented similar stories using a variety of art forms.	**4.TH.Cn.11.2.2** Identify different theatre conventions throughout history.	**5.TH.Cn.11.2.2** Apply historical resources that support a variety of theatre terms and conventions.	**6-8.TH.Cn.11.2.2** Research the time period and artifacts from a particular location to articulate performance and design choices.	**HSp.TH.Cn.11.2.2** Using theatre research methods critically interpret the creative choices made in a devised or scripted drama.	**HSa.TH.Cn.11.2.2** Present and support an opinion about the social, cultural, and historical understandings of a dramatic work based on critical research.

Theatre Arts Glossary

Acting techniques: Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance

Authentic: Not false or copied, but genuine, real, honest; worthwhile, significant, meaningful

Believability: Theatrical choices thought to be "true" based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction

Cathartic response: providing psychological relief through the open expression of strong emotions

Character traits: Observable embodied actions that illustrate a character's personality, values, beliefs, and history

Conflict: The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural

Creative drama: A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama

Creative processes: The application of production and technical elements (see the definitions) to a theatrical production

Devised drama: Creation of an original performance piece by an ensemble

Dialogue: A conversation between two or more characters

Dramatic play: Make-believe where children naturally assign and accept roles, then act them out

Dramaturgy: The art of research for a particular dramatic work in respect to the social, historic, cultural, and/or religious impact of that work

Focus: Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

Genre: Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce

Gesture: An expressive and planned movement of the body or limbs

Given circumstances: The underlying actions and events that have happened before the play, story, or devised piece begins

Guided drama experience: A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role

Improvise: The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed

Imaginary elsewhere: An imagined location which can be historical, fictional, or realistic

Imagined worlds: An imaginary world created collectively by participants in a drama experience

Inner thoughts: The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)

Motivation: Reasons why a character behaves or reacts in a particular way in a scene or play

Non-representational materials: Objects which can be transformed into specific props through the imagination

Objective: A goal or particular need or want that a character has within a scene or play

Physical expression: any form of movement or sounds of the body, limbs, face or voice used to convey a variety of emotions or thoughts that create, support or enhance a character, situation, setting or story

Plot: A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

Process drama: A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves

Production elements: Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts

Scripted drama: A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

Script analysis: The study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters

Staging: Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning

Story drama: Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves

Story elements: Characters, setting, dialogue, and plot that create a story

Style: The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor

Synthesize: to create a new or original entity by combining parts of elements of other dramatic or artistic works

Tactic: The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb

Technical elements: The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production

Theatrical conventions: Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside

Theme: The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas

Visual composition: The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as "mise en scène"

Visual Arts

Visual Arts: An Operational Definition

Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Overview: South Dakota K-12 Visual Arts Standards

Visual arts are an integral part of the human experience. They are about creating, enjoying, and recognizing art for a lifetime. Visual literacy permits students to become active initiators rather than passive receivers of information. Through the visual arts, students are provided an opportunity to discover, develop, and actualize their unique potential. The visual arts assist students in developing the many facets of multiple intelligences while providing meaningful learning opportunities and the development of critical and creative thinking. As students progress from elementary to high school, the visual arts become an important process of self-expression and provide an opportunity for students to

focus on a particular art form along with like-minded peers, giving them a sense of belonging within the school community.

The visual arts have roots in every culture and historical period throughout the world. They reach across stereotypes, religion, socioeconomics, and prejudices allowing everyone to be more globally connected. Visual arts build communities and are fundamental if students are to become informed and contributing members of the world community.

Visual arts provide a basis for problem-solving in all content areas. Creating art teaches that there is more than one solution to the same problem. Art encourages open-ended thinking that develops an environment of questions rather than answers.

Organization of the Visual Arts Standards Document

K	**VA**	**Cr**	**1**	**1**
Grade	*Subject*	*Artistic Processes*	*Anchor Standard*	*Outcome*

Example: 4.VA.Re.7.1 This label reflects 4 (4th grade), VA (Visual Arts), Re (Artistic Process: Responding) (Re), 7 (Anchor Standard 7), and 1 (Outcome 1).

Example: HSp.VA.Cr.3.2 This label reflects HSp (High School proficient); VA (Visual Arts), Cr (Artistic Process), 3 (Anchor Standard 3), and 3 (Outcome 2).

Visual Art Standards

Creating

Anchor Standard 1: K-12.Cr.1: Generate and conceptualize artistic ideas and work.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
K.VA.Cr.1.1 Engage in exploration and imaginative play with materials that reference nature or environments.	**1.VA.Cr.1.1** Engage in creative art making using observation and investigation.	**2.VA.Cr.1.1** Brainstorm and implement multiple approaches, materials, and tools to solve an art or design problem driven by personal interests and curiosity or to repurpose objects to make something new.	**3.VA.Cr.1.1** Elaborate independently on an imaginative idea.	**4.VA.Cr.1.1** Brainstorm multiple approaches to a creative art or design problem.	**5.VA.Cr.1.1** Combine ideas to generate an innovative idea for art-making.	**6-8.VA.Cr.1.1** Apply methods/strategies visually or verbally to overcome creative blocks with a variety of media (such as preliminary sketching, painting techniques or brainstorming).	**HSp.VA.Cr.1.1** Use multiple approaches to begin creative endeavors and identify new creative problems based on students existing artwork.	**HSa.VA.Cr.1.1** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can identify, demonstrate or affect social change.
			3.VACr.1.2 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	**4.VA.Cr.1.2** Set goals and create artworks that are meaningful and have purpose to the makers.	**5.VA.Cr.1.2** Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art (i.e. document objects of personal significance as in a sketchbook).	**6-8.VA.Cr.1.2** Individually or collaboratively investigate and develop criteria to create a work of art (such as writing an art proposal that fulfills a given assignment or creating a rubric).	**HSp.VA.Cr.1.2** Use artistic investigation to choose from a range of materials and methods to plan works of art and design.	**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 develop artistic ideas and work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.VA.Cr.2.1 Through experimentation, build safe skills in various media and approaches to art- making.	**1.VA.Cr.2.1** Explore safe uses of materials, tools, and procedures to create works of art or design.	**2.VA.Cr.2.1** Experiment with various materials and tools while demonstrating safe use of materials, tools, and procedures to create works of art or design.	**3.VA.Cr.2.1** Create personally satisfying artwork using a variety of artistic processes and materials.	**4.VA.Cr.2.1** Explore and invent art-making techniques and approaches.	**5.VA.Cr.2.1** Develop skills in multiple art-making techniques through practice.	**6-8.VA.Cr.2.1** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	**HSp.VA.Cr.2.1** Engage in making a work of art or design without having a preconceived plan.	**HSa.VA.Cr.2.1** Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form that explores a personally meaningful theme, idea, or concept.
			3.VA.Cr.2.2 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	**4.VA.Cr.2.2** Utilize and care for art materials, tools, and equipment in a manner that prevents danger to oneself and others.	**5.VA.Cr.2.2** Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	**6-8.VA.Cr.2.2** Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.	**HSp.VA.Cr.2.2** Explain how materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	**HSa.VA.Cr.2.2** Demonstrate responsible choices in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
						6-8.VA.Cr.2.3 Apply visual organization strategies (such as the principles of design) to produce a work of art or media that clearly communicates information or ideas.	**HSp.VA.Cr.2.3** Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	**HSa.VA.Cr.2.3** Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work. (cont'd)								
						6-8.VA.Cr.2.4 Demonstrate awareness of ethical responsibility when posting and sharing images and other materials through the Internet, social media, and other communication formats adhering to fair use and copyright as they apply to creating works of art and design.		

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.VA.Cr.3.1 Explain the process of making art while creating.	**1.VA.Cr.3.1** Use art vocabulary to describe choices while creating art (such as the elements/principles of design).	**2.VA.Cr.3.1** Discuss and reflect with peers about choices made in creating artwork using art vocabulary (such as the elements/principles of design).	**3.VA.Cr.3.1** Elaborate visual information by adding details in an artwork to enhance emerging meaning.	**4.VA.Cr.3.1** Revise artwork in progress on the basis of insights gained through peer discussion.	**5.VA.Cr.3.1** Create artist statements using art vocabulary to describe personal choices in art-making.	**6-8.VA.Cr.3.1** Apply relevant criteria (such as the elements and principles) to examine, reflect on, and plan revisions for a work of art or design in progress.	**HSp.VA.Cr.3.1** Apply relevant criteria (such as the 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 in an artist statement or another format.
							HSp.VA.Cr.3.2 Engage in self-evaluation, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	**HSa.VA.Cr.3.2** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Presenting

Anchor Standard 4: K-12.Pr.4: Analyze and evaluate artistic work for presentation.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
K.VA.Pr.4.1 Select art objects for personal portfolio and display, explaining why they were chosen.	**1.VA.Pr.4.1** Categorize artwork based on a theme or concept for an exhibit.	**2.VA.Pr.4.1** Explain why some objects, artifacts, and artworks are valued over others.	**3.VA.Pr.4.1** Investigate and discuss possibilities and limitations of spaces for exhibiting artwork including electronic.	**4.VA.Pr.4.1** Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	**5.VA.Pr.4.1** Define the responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artworks.	**6-8.VA.Pr.4.1** Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artworks and then apply criteria for evaluating a collection of art works for presentation.	**HSp.VA.Pr.4.1** Analyze, select, and curate artifacts and or artworks for presentation.	**HSa.VA.Pr.4.1** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting works of art for a specific exhibit, event, or portfolio.

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic techniques and art works for presentation.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
K.VA.Pr.5.1 Explain the purpose of a portfolio or collection.	**1.VA.Pr.5.1** Categorize art for the purpose of a portfolio or collection.	**2.VA.Pr.5.1** Distinguish between different materials or artistic techniques for preparing artwork for presentation.	**3.VA.Pr.5.1** Identify exhibit space and prepare works of art including artists' statements for presentation.	**4.VA.Pr.5.1** Analyze various considerations for presenting and protecting art in various locations, indoor or outdoor settings, temporary or permanent forms, and in physical or digital formats.	**5.VA.Pr.5.1** Based on criteria, analyze, refine, and evaluate methods for preparing and presenting art.	**6-8.VA.Pr.5.1** Individually or collaboratively, prepare and present works of art, analyze exhibit space, the needs of the viewer, and the layout of the exhibit.	**HSp.VA.Pr.5.1** Analyze and evaluate the reasons and ways an exhibition was presented.	**HSa.VA.Pr.5.1** Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 6: K-12.Pr.6: Interpret meaning from the presentation of artistic work.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-8	HS PROFICIENT	HS ADVANCED
K.VA.Pr.6.1 Explain what an art museum is and distinguish how an art museum is different from other buildings and art venues.	**1.VA.Pr.6.1** Identify the roles and responsibili ties of people who work in and visit museums and other	**2.VA.Pr.6.1** Analyze how art exhibited inside and outside of school (such as in museums, galleries, virtual spaces, and other venues) contributes to	**3.VA.Pr.6.1.a** Identify and explain how and where different cultures record and illustrate stories and history of life	**4.VA.Pr.6.1.a** Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they	**5.VA.Pr.6.1.a** Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific	**6-8.VA.Pr.6.1** Understanding the importance of assessing an art venue and analyzing why an exhibition may influence ideas, beliefs, and	**HSp.VA.Pr.6.1** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	**HSa.VA.Pr.6.1** Make, explain, and justify connections between artists or artworks and social, cultural, or political history.

	art venues.	communities.	through art.	provide.	concept or topic.	experiences.		

Responding

Anchor Standard 7: K-12.Re.7: Perceive and analyze artistic work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.VA.Re.7.1.a Identify uses of art and describe relevant details.	**1.VA.Re.7.1.a** Compare and contrast images that represent the same subject using art vocabulary.	**2.VA.Re.7.1.a** Identify mood and expressive properties suggested by a work of art.	**3.VA.Re.7.1.a** Analyze messages communicated by an image through the use of media, subject matter, and relevant details.	**4.VA.Re.7.1.a** Summarize messages in art referring to contextual information, relevant subject matter, details, and use of media.	**5.VA.Re.7.1.a** Compare one's own interpretation of a work of art with the interpretation of others using art vocabulary.	**6-8.VA.Re.7.1** Identify and explain how an individual's aesthetic choices are influenced by culture, environment, and how their artwork is perceived by others.	**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.
						6-8.VA.Re.7.2 Analyze contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	**HSp.VA.Re.7.2** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences (such as how one's understanding of the world is affected by visual imagery).	**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 work.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.**VA.Re.8.1.a.** Describe what an image represents.	**1.VA.Re.8.1.a** Compare images that represent the same subject.	**2.VA.Re.8.1.a** Categorize images based on expressive properties.	**3.VA.Re.8.1.a** Determine messages communicated by an image.	**4.VA.Re.8.1.a** Analyze components in visual imagery that convey messages.	**5.VA.Re.8.1.a** Identify and analyze cultural associations suggested by visual imagery.	**6-8.VA.Re.8.1** Interpret art by analyzing art-making approaches, the context in which it was created, use of media and subject matter to understand messages	**HSp.VA.Re.8.1** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work	**HSa.VA.Re.8.1** Analyze different interpretations of an artwork or collection of works in order to select and defend your

						or mood conveyed.	and its various contexts.	analysis.

Anchor Standard 9: K-12.Re.9: Evaluate artistic work based on critical and sensitive response to various visual art experiences.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.VA.Re.9.1.a Explain reasons for selecting a preferred artwork.	**1.VA.Re.9.1.a** Classify artworks based on different reasons for preferences.	**2.VA.Re.9.1.a** Use learned art vocabulary to express preferences about artwork.	**3.VA.Re.9.1.a** Evaluate an artwork based on given criteria.	4**.VA.Re.9.1.a** Apply one set of criteria to evaluate more than one work of art.	**5.VA.Re.9.1.a** Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	**6-8.VA.Re.9.1** Create a convincing and logical argument based on personal or relevant criteria (such as the elements and principles) to support an evaluation of art.	**HSp.VA.Re.9.1** Establish relevant criteria in order to evaluate a work of art or collection of works.	**HSa.VA.Re.9.1** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting

Anchor Standard 10: K-12.Cn.10: Synthesize and relate knowledge and personal experiences to make art.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.VA.Cn.10.1.a Identify art that tells a story or expresses a mood about a life experience.	**1.VA.Cn.10.1.a** Create art that tells a story or expresses a mood about a life experience.	**2.VA.Cn.10.1.a** Create art that tells a story or expresses a mood about events in home, school or community life.	**3.VA.Cn.10.1.a** Create a work of art that is motivated by personal observations of surroundings.	**4.VA.Cn.10.1.a** Create works of art that reflect community cultural traditions (i.e. State, Regional, Native American).	**5.VA.Cn.10.1.a** Apply formal and conceptual vocabularies of art and design to see surroundings in new ways through art-making.	**6-8.VA.Cn.10.1** Individually or collaboratively create art to reflect current interests, concerns, events, community, or group identity.	**HSp.VA.Cn.10.1** Document the process of developing ideas from early stages (such as utilizing inquiry methods of observation, research, and experimentation) to explore unfamiliar subjects through art-making.	**HSa.VA.Cn.10.1** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard 11: K-12.Cn.11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.								
KINDERGARTEN	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**	**GRADES 6-8**	**HS PROFICIENT**	**HS ADVANCED**
K.VA.Cn.11.1.a Understand that artists create different forms and types of art for various reasons.	**1.VA.Cn.11.1.a** Understand that people from different places and times have made art for a variety of reasons.	**2.VA.Cn.11.1.a** Compare and contrast cultural uses of artworks from different times and places.	**3.VA.Cn.11.1a**. Recognize that responses to art change depending on knowledge of the time and place it was made.	**4.VA.Cn.11.1.a** Infer information about time, place, and culture in which a work of art was created, through observation.	**5.VA.Cn.11.1.a** Identify how art is used to inform or change the beliefs, values, or behaviors of an individual or society.	**6-8.VA.Cn.11.1** Analyze different ways art is used to represent, establish, reinforce, and reflect group identity.	**HSp.VA.Cn.11.1** Describe how knowledge of culture, traditions, and history may influence personal responses to art.	**HSa.VA.Cn.11.1** Assess the impact of an artist or a group of artists on society's beliefs, behaviors, and values.

VISUAL ARTS GLOSSARY

2D work of art : An object having the dimensions of height and width only. The artwork is organized in terms of a flat surface, esp. emphasizing the vertical and horizontal character of the picture plane.

3D work of art: An object having, or seeming to have, the dimension of depth as well as width and height

Aesthetic: Dealing with the nature of art, beauty, and taste, with the creation and appreciation of beauty

Art proposal : Establishing a plan for a process of creating art

Elements of art :The building blocks of visual art including line, shape, value, texture, color, form, and space

Inquiry methods : A method of teaching based on students asking questions that are meaningful to them, which are not particularly easy to answer.

Principles of design : Use and arrangement of the building blocks of visual art including pattern, rhythm/movement, proportion/scale, balance, unity, and emphasis

Virtual space: A simulated environment that can replicate a physical presence in places in the real world or imagined worlds. These spaces can recreate sensory experiences, including virtual taste, sight, smell, sound, touch, etc.

Visual culture: An academic subject is a field of study that generally includes some combination of cultural studies, art history, critical theory, philosophy, and anthropology, by focusing on aspects of culture that rely on visual images.