

**Grade Level Standards View**

<b>Kindergarten</b>	
<b>Dance</b>	
<b>Artistic Process: Creating</b>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>K.DA.Cr.1.1</b> Respond to a variety of stimuli (music/sound, text, objects, images, symbols, observed dance) using movement.
	<b>K.DA.Cr.1.2</b> Explore different ways to use basic locomotor and non-locomotor movements by changing one or more of the elements of dance.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>K.DA.Cr.2.1</b> Improvise dance that has a beginning, middle, and end.
	<b>K.DA.Cr.2.2</b> Express an idea, feeling, or image, through improvised movement moving alone, then with a partner
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>K.DA.Cr.3.1</b> Apply suggestions for changing movement through guided improvisational experiences.
	<b>K.DA.Cr.3.2</b> Depict a dance movement by drawing a picture or using a symbol.
<b>Artistic Process: Performing</b>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>K.DA.Pr.4.1</b> 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.
	<b>K.DA.Pr.4.2</b> Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
	<b>K.DA.Pr.4.3</b> Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>K.DA.Pr.5.1</b> Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.
	<b>K.DA.Pr.5.2</b> Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
	<b>K.DA.Pr.5.3</b> Move body parts in relation to other body parts and repeat and recall movements upon request.
<b>Anchor Standard 6: K-12.Pr.6</b>	<b>K.DA.Pr.6.1</b> Dance for and with others in a designated space.

Interpret meaning from the presentation of artistic work.	<b>K.DA.Pr.6.2</b> Select a prop to use as part of a dance.
<b>Artistic Process: Responding</b>	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>K.DA.Re.7.1</b> Find a movement that repeats in a dance.
	<b>K.DA.Re.7.2</b> Demonstrate or describe observed or performed dance movements
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>K.DA.Re.8.1</b> Observe movement and describe it using simple dance terminology.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>K.DA.Re.9.1</b> Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.
<b>Artistic Process: Connecting</b>	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>K.DA.Cn.10.1</b> Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
	<b>K.DA.Cn.10.2</b> Describe and express through movement something of interest about a piece of visual art. Discuss questions concerning the artwork.
<b>Anchor Standard 11: K-12.Cn.10</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>K.DA.Cn.11.1</b> Describe or demonstrate the movements in a dance that was watched or performed.

<b>Media Arts</b>	
<b>Artistic Process: Creating</b>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>K.MA.Cr.1.1</b> Discover and share ideas for media artworks using play and experimentation.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>K.MA.Cr.2.1</b> With guidance, share ideas, plans, and models for media artworks.

<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>K.MA.Cr.3.1</b> Make changes to the content, form, or presentation of media artworks and share results.</p>
<p><b>Artistic Process: Producing</b></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>K.MA.Pr.4.1</b> With guidance, combine art forms and media content.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>K.MA.Pr.5.1</b> Practice, discover, and share how media arts creation tools work.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>K.MA.Pr.6.1</b> With guidance, discuss various settings for presenting media artworks.</p>
<p><b>Artistic Process: Responding</b></p>	
<p><b>Anchor Standard 7: K-12.Pr.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>K.MA.Re.7.1</b> With guidance, recognize and share components and messages in media artworks.</p>
<p><b>Anchor Standard 8: K-12.Pr.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>K.MA.Re.8.1</b> With guidance, share observations regarding a variety of media artworks.</p>
<p><b>Anchor Standard 9: K-12.Pr.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>K.MA.Re.9.1</b> Share engaging qualities and possible changes in media artworks.</p>
<p><b>Artistic Process: Connecting</b></p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>K.MA.Cn.10.1</b> Use personal experiences and choices in making media artworks.</p>
	<p><b>K.MA.Cn.10.2</b> Share memorable experiences of media artworks.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>K.MA.Cn.11.1</b> With guidance, share ideas in relating media artworks to everyday life.</p>
	<p><b>K.MA.Cn.11.2</b> With guidance, interact safely and appropriately with media arts tools and environments.</p>

<b>Music</b>	
<b>Artistic Process: Creating</b>	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>K.MU.Cr.1.1a</b> With guidance, introduce, explore, and experience musical concepts using a variety of music; i.e. beat and melodic contour.
<b>Anchor Standard 1: K-12.Cr.1</b> Organize and develop artistic ideas and work.	<b>K.MU.Cr.1.1.b</b> With guidance, generate musical ideas; i.e. movements or motives.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>K.MUCr.2.1.a</b> With guidance, explore, demonstrate and choose favorite musical ideas.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>K.MU.Cr.2.1.b</b> With guidance, organize personal musical ideas using iconic notation and/or recording technology.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>K.MU.Cr.3.1.a</b> With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>K.MU.Cr.3.2.a</b> With guidance, demonstrate a final version of personal musical ideas to peers.
<b>Artistic Process: Performing</b>	
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.	

<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>K.MU.Pr.4.1.a</b> With guidance, demonstrate and state personal interest in varied musical selections.
<i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>K.MU.Pr.4.2.a</b> 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.
<i>Interpret: Develop personal interpretations that consider creators' intent</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>K.MU.Pr.4.3.a</b> With guidance, demonstrate awareness of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) that support the creators' expressive intent.
Anchor Standard 5: Develop and refine artistic works for presentation.	
<i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.	<b>K.MU.Pr.5.1.a</b> With guidance, apply personal, teacher, and peer feedback to refine performances.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.	<b>K.MU.Pr.5.1.b</b> With guidance, use suggested strategies in rehearsal to address the expressive qualities of music.
Anchor Standard 6: Convey meaning from the presentation of artistic work.	
<i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>K.MU.Pr.6.1.a</b> With guidance, perform music, alone and with others, with expression.
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>K.MU.Pr.6.1.b</b> Perform appropriately for the audience.
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>K.MU.Pr.6.1.c</b> Display audience etiquette appropriate for the context and venue.

<b>Artistic Process: Responding</b>	
Anchor Standard 7: Identify and analyze artistic works.	
<i>Select: Choose music appropriate for specific purposes and contexts.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>K.MU.Re.7.1.a</b> With guidance, state personal interests and demonstrate why they prefer some music selections over others.
<i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>K.MU.Re.7.2.a</b> With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
Anchor Standard 8: Interpret intent and meaning in artistic work.	
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>	
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>K.MU.Re.8.1.a</b> With guidance, demonstrate awareness of expressive qualities (such as dynamics, tempo, style, and articulation) that reflect creators'/performers' expressive intent.
Anchor Standard 9: Apply criteria to evaluate artistic works.	
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>	
<b>Anchor Standard 9: K-12.Re.9</b> Apply criteria to evaluate artistic works.	<b>K.MU.Re.9.1.a</b> With guidance, apply personal and expressive preferences in the evaluation of music.
<b>Artistic Process: Connecting</b>	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.	
<i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make artistic works.	<b>K.MU.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	
<i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i>	

<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>	<p><b>K.MU.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
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<b>Theatre</b>	
<b>Artistic Process: Creating</b>	
<p><b>Anchor Standard 1:K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>K.TH.Cr.1.1</b> 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).</p> <p><b>K.TH.Cr.1.2</b> With prompting and support, use non-representational objects to create props, puppets, and costume pieces that exist in an imaginary place.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>K.TH.Cr.2.1</b> 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).</p>
<p><b>Anchor Standard 3:K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>K.TH.Cr.3.1</b> 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).</p>
<b>Artistic Process: Performing</b>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>K.TH.Pr.4.1</b> 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).</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>K.TH.Pr.5.1</b> With Prompting and support recognize the elements of physical expression that are fundamental to dramatic play and guided drama experiences.</p> <p><b>K.TH.Pr.5.2</b> With prompting and support explore the various technical elements in dramatic play or a guided drama experience.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>K.TH.Pr.6.1</b> With prompting and support use various elements of physical expression in dramatic play or a guided drama experience.</p>
<b>Artistic Process: Responding</b>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic</p>	<p><b>K.TH.Re.7.1</b> With prompting and support identify an emotional response in dramatic play or a guided drama experience.</p>

work.	
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>K.TH.Re.8.1</b> With Prompting and support explore preferences and characteristics in an age appropriate theatre performance.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>K.TH.Re.9.1</b> With prompting and support actively participate with others in dramatic play or guided drama.
<b>Artistic Process: Connecting</b>	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>K.TH.Cn.10.1</b> With prompting and support acknowledge the similarities between self and imagined characters.
<b>Anchor Standard 11.2: K-12.Cn.11</b> Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding	<b>K.TH.Cn.11.2.1</b> With prompting and support identify contrasting stories in a dramatic play.
	<b>K.TH.Cn.11.2.2</b> With prompting and support express a short story in dramatic play.

<b>Visual Arts</b>	
<b>Artistic Process: Creating</b>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>K.VA.Cr.1.1</b> Engage in exploration and imaginative play with materials that reference nature or environments.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>K.VA.Cr.2.1</b> Through experimentation, build safe skills in various media and approaches to art- making.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>K.VA.Cr.3.1</b> Explain the process of making art while creating.
<b>Artistic Process: Presenting</b>	



<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.</p>	<p><b>K.VA.Pr.4.1</b> Select art objects for personal portfolio and display, explaining why they were chosen.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.</p>	<p><b>K.VA.Pr.5.1</b> Explain the purpose of a portfolio or collection.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.</p>	<p><b>K.VA.Pr.6.1</b> Explain what an art museum is and distinguish how an art museum is different from other buildings and art venues.</p>
<p><b>Artistic Process: Responding</b></p>	
<p><b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.</p>	<p><b>K.VA.Re.7.1</b> Identify uses of art and describe relevant details.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.</p>	<p><b>K.VA.Re.8.1</b> Describe what an image represents.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>K.VA.Re.9.1</b> Explain reasons for selecting a preferred artwork.</p>
<p><b>Artistic Process: Connecting</b></p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>K.VA.Cn.10.1</b> Identify art that tells a story or expresses a mood about a life experience.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>K.VA.Cn.11.1</b> Understand that artists create different forms and types of art for various reasons.</p>

# First Grade

## Dance

### Artistic Process: Creating

#### Anchor Standard 1: K-12.Cr.1

Generate and conceptualize artistic ideas and work.

**1.DA.Cr.1.1** Explore movement inspired by a variety of stimuli (music/sound, text, objects, images, symbols, observed dance, experiences)

**1.DA.Cr.1.2** Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

#### Anchor Standard 2: K-12.Cr.2

Organize and develop artistic ideas and work.

**1.DA.Cr.2.1** Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

**1.DA.Cr.2.2** Choose movements that express an idea or emotion, or follow a musical phrase.

#### Anchor Standard 3: K-12.Cr.3

Refine and complete artistic work.

**1.DA.Cr.3.1** Explore suggestions to change movement from guided improvisation and/or short remembered sequences.

**1.DA.Cr.3.2** Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).

### Artistic Process: Performing

#### Anchor Standard 4: K-12.Pr.4

Analyze and evaluate artistic work for presentation.

**1.DA.Pr.4.1** Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.

**1.DA.Pr.4.2** Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

**1.DA.Pr.4.3** Demonstrate movement characteristics along with 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).

#### Anchor Standard 5: K-12.Pr.5

Develop and refine artistic techniques and art works for presentation.

**1.DA.Pr.5.1** Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

**1.DA.Pr.5.2** Move safely in general space through a range of activities and group formations while maintaining personal space.

	<b>1.DA.Pr.5.3</b> Modify movements and spatial arrangements upon request
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>1.DA.Pr.6.1</b> Dance for others in a space where audience and performers occupy different areas.
	<b>1.DA.Pr.6.2</b> Explore the use of simple props to enhance performance.
<b>Artistic Process: Responding</b>	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>1.DA.Re.7.1</b> Find a movement that repeats in a dance to make a pattern.
	<b>1.DA.Re.7.2</b> Demonstrate and describe observed or performed dance movements from a specific genre or culture
<b>Anchor Standard 8:K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>1.DA.Re.8.1</b> Select, with teacher assistance, movements from a dance that suggest ideas and discuss how the movement captures the idea using simple dance terminology.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>1.DA.Re.9.1</b> 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.
<b>Artistic Process: Connecting</b>	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>1.DA.Cn.10.1</b> Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience
	<b>1.DA.Cn.10.2</b> Discuss observations of an illustration. Identify ideas for dance movement and demonstrate the big ideas of the story.
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>1.DA.Cn.11.1</b> Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

<b>Media Arts</b>
<b>Artistic Process: Creating</b>

<p><b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.</p>	<p><b>1.MA.Cr.1.1</b> Express and share ideas for media artworks through sketching and modeling.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.</p>	<p><b>1.MA.Cr.2.1</b> With guidance, use specific ideas to form plans and models for media artworks.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>2.MA.Cr.3.1</b> Test and describe expressive effects in altering, refining, and completing media artworks.</p>
<p><b>Artistic Process: Producing</b></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.</p>	<p><b>1.MA.Pr.4.1</b> Combine varied academic, arts, and media content.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.</p>	<p><b>1.MA.Pr.5.1</b> Experiment with and share different ways to use tools and techniques to construct media artworks.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.</p>	<p><b>1.MA.Pr.6.1</b> With guidance, contribute in presenting media artworks.</p>
<p><b>Artistic Process: Responding</b></p>	
<p><b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.</p>	<p><b>1.MA.Re.7.1</b> With guidance, identify how a variety of media artworks create different experiences.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.</p>	<p><b>1.MA.Re.8.1</b> With guidance, identify the meanings of a variety of media artworks.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>1.MA.Re.9.1</b> Identify the effective parts of and possible changes to media artworks considering viewers.</p>
<p><b>Artistic Process: Connecting</b></p>	

<b>Anchor Standard 10: K-12.Cn.10</b>  Synthesize and relate knowledge and personal experiences to make art.	<b>1.MA.Cn.10.1</b> Use personal experiences, interests, and models in creating media artworks.
	<b>1.MA.Cn.10.2</b> Share meaningful experiences of media artworks.
<b>Anchor Standard 11: K-12.Cn.11</b>  Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>1.MA.Cn.11.1</b> Discuss and describe media artworks in everyday life.
	<b>1.MA.Cn.11.2</b> Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

<b>Music</b>	
<b>Artistic Process: Creating</b>	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b>  Generate and conceptualize artistic ideas and work.	<b>1.MU.Cr.1.1.a</b> With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
<b>Anchor Standard 1: K-12.Cr.1</b>  Generate and conceptualize artistic ideas and work.	<b>1.MU.Cr.1.1.b</b> With limited guidance, generate musical ideas in multiple tonalities and meters.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b>  Organize and develop artistic ideas and work.	<b>1.MU.Cr.2.1.a</b> With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
<b>Anchor Standard 2: K-12.Cr.2</b>  Organize and develop artistic ideas and work.	<b>1.MU.Cr.2.1.b</b> With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	

<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>1.MU.Cr.3.1.a</b> With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.</p>
<p><i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>1.MU.Cr.3.2.a</b> With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p>
<p><b>Artistic Process: Performing</b></p>	
<p>Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.</p>	
<p><i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>1.MU.Pr.4.1.a</b> With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>
<p><i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>1.MU.Pr.4.2.a</b> With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>1.MU.Pr.4.2.b</b> When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>
<p><i>Interpret: Develop personal interpretations that consider creators' intent</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>1.MU.Pr.4.3.a</b> With limited guidance, demonstrate and describe music's expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).</p>
<p>Anchor Standard 5: Develop and refine artistic works for presentation.</p>	
<p><i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	

<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.	<b>1.MU.Pr.5.1.a</b> With limited guidance, apply personal, teacher, and peer feedback to refine performances.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.	<b>1.MU.Pr.5.1.b</b> With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.
Anchor Standard 6: Convey meaning from the presentation of artistic work.	
<i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>1.MU.Pr.6.1.a</b> With limited guidance, perform music, alone and with others, for a specific purpose with expression.
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>1.MU.Pr.6.1.b</b> Perform appropriately for the audience and purpose.
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>1.MU.Pr.6.1.c</b> Display audience etiquette appropriate for the context and venue.
<b>Artistic Process: Responding</b>	
Anchor Standard 7: Identify and analyze artistic works.	
<i>Select: Choose music appropriate for specific purposes and contexts.</i>	
<b>Anchor Standard 7: K-12. Re.7</b> Identify and analyze artistic works.	<b>1.MU.Re.7.1.a</b> With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
<i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Anchor Standard 7: K-12. Re.7</b> Identify and analyze artistic works.	<b>1.MU.Re.7.2.a</b> With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used to support a specific purpose in music.
Anchor Standard 8: Interpret intent and meaning in artistic work.	
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>	

<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>1.MU.Re.8.1.a</b> With minimal guidance, demonstrate and identify expressive qualities (such as dynamics, tempo, style, and articulation).that reflect creators'/ performers' expressive intent.
Anchor Standard 9: Apply criteria to evaluate artistic works.	
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>	
<b>Anchor Standard 9: K-12.Re.9</b> Apply criteria to evaluate artistic works.	<b>1.MU.Re.9.1.a</b> With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
<b>Artistic Process: Connecting</b>	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.	
<i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Anchor Standard 10: K-12.Cb.10</b> Synthesize and relate knowledge and personal experiences to make artistic works.	<b>1.MU.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	
<i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i>	
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	<b>1.MU.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

<b>Theatre</b>	
Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>1.TH.Cr.1.1</b> Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama)



	<p><b>1.TH.Cr.1.2</b> Collaborate with peers to explore ideas for costumes and props within a guided drama experience (e.g., process drama, story drama, creative drama).</p>
	<p><b>1.TH.Cr.1.3</b> 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, creative drama).</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.</p>	<p><b>1.TH.Cr.2.1</b> Contribute to the development of a sequential plot by collaboration in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>1.TH.Cr.3.1</b> 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).</p>
	<p><b>1.TH.Cr.3.2</b> 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).</p>
	<p><b>1.TH.Cr.3.3</b> Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
<p>Artistic Process: Performing</p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.</p>	<p><b>1.TH.Pr.4.1</b> Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
	<p><b>1.TH.Pr.4.2</b> Using elements of physical expression to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.</p>	<p><b>1.TH.Pr.5.1</b> With Prompting and support recognize the elements of physical expression that are fundamental to dramatic play and guided drama experiences.</p>
	<p><b>1.TH.Pr.5.2</b> With prompting and support Identify technical elements that can be used in a guided drama experience.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.</p>	<p><b>1.TH.Pr.6.1</b> With prompting and support use a variety of physical expressions that communicate emotion in a guided drama experience.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic</p>	<p><b>1.TH.Re.7.1</b> Recall choices made in a guided drama experience.</p>

work.	
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>1.TH.Re.8.1</b> Explain preferences and emotions in an age appropriate theatre performances.
	<b>1.TH.Re.8.2</b> Explore causes of character actions in a guided dramatic experience.
	<b>1.TH.Re.8.3</b> Utilize words and images to describe how personal emotions and choices compare to those of characters in a guided drama experience.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>1.TH.Re.9.1</b> Build on others ideas in a guided drama experience.
	<b>1.TH.Re.9.2</b> Consider what props and costumes might be used in a guided drama experience.
	<b>1.TH.Re.9.3</b> Observe the experiences of characters in a guided drama experience.
Artistic Process: Connecting	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>1.TH.Cn.10.1</b> Identify characters and emotions and relate it to personal experience.
<b>Anchor Standard 11.1: K-12.Cn.11.1</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>1.TH.Cn.11.1.1</b> Experience from other art forms and other content areas in a guided drama experience.
<b>Anchor Standard 11.2: K-12.Cn.11.2</b> Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding	<b>1.TH.Cn.11.2.1</b> Identify similarities and differences in stories from one's own community in a guided drama experience.
	<b>1.TH.Cn.11.2.2</b> Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.

<b>Visual Arts</b>
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Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>1.VA.Cr.1.1</b> Engage in creative art making using observation and investigation.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>1.VA.Cr.2.1</b> Explore safe uses of materials, tools, and procedures to create works of art or design.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>1.VA.Cr.3.1</b> Use art vocabulary to describe choices while creating art (such as the elements/principles of design).
Artistic Process: Presenting	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>1.VA.Pr.4.1</b> Categorize artwork based on a theme or concept for an exhibit.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>1.VA.Pr.5.1</b> Categorize art for the purpose of a portfolio or collection.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>1.VA.Pr.6.1</b> Identify the roles and responsibilities of people who work in and visit museums and other art venues.
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>1.VA.Re.7.1</b> Compare and contrast images that represent the same subject using art vocabulary.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>1.VA.Re.8.1</b> Compare images that represent the same subject.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>1.VA.Re.9.1</b> Classify artworks based on different reasons for preferences.
Artistic Process: Connecting	

**Anchor Standard 10: K-12.Cn.10**

Synthesize and relate knowledge and personal experiences to make art.

**1.VA.Cn.10.1** Create art that tells a story or expresses a mood about a life experience.

**Anchor Standard 11: K-12.Cn.11**

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**1.VA.Cn.11.1** Understand that people from different places and times have made art for a variety of reasons.

## Second Grade

### Dance

#### Artistic Process: Creating

**Anchor Standard 1: K-12.Cr.1**

Generate and conceptualize artistic ideas and work.

**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.

**2.DA.Cr.1.2** Combine a variety of movements while manipulating the elements of dance.

**Anchor Standard 2: K-12.Cr.2**

Organize and develop artistic ideas and work.

**2.DA.Cr.2.1** Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.

**2.DA.Cr.2.2** Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

**Anchor Standard 3: K-12.Cr.3**

Refine and complete artistic work.

**2.DA.Cr.3.1** Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

**2.DA.Cr.3.2** Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low)

#### Artistic Process: Performing

**Anchor Standard 4: K-12.Pr.4**

Analyze and evaluate artistic work for presentation.

**2.DA.Pr.4.1** Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes. Differentiate between circling and turning as two separate ways of continuous directional change.

**2.DA.Pr.4.2** Identify the length of time a move or phrase takes (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.

**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.

**Anchor Standard 5: K-12.Pr.5**

Develop and refine artistic techniques and art works for presentation.

**2.DA.Pr.5.1** Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.

**2.DA.Pr.5.2** Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal

	space.
	<b>2.DA.Pr.5.3</b> Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>2.DA.Pr.6.1</b> Dance for and with others in a space where audience and performers occupy different areas.
	<b>2.DA.Pr.6.2</b> Use limited production elements (for example, hand props, simple scenery, or media projections).
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>2.DA.Re.7.1</b> Find movements in a dance that develop a pattern.
	<b>2.DA.Re.7.2</b> Demonstrate and describe movements in dances from different genres or cultures.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>2.DA.Re.8.1</b> Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>2.DA.Re.9.1</b> Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work using simple dance terminology.
Artistic Process: Connecting	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>2.DA.Cn.10.1</b> Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
	<b>2.DA.Cn.10.2</b> Respond to a dance work and create movement using ideas from teacher-led discussion. Explain how certain movements express a specific idea.
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>2.DA.Cn.11.1</b> Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

## Media Arts

Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>2.MA.Cr.1.1</b> Discover multiple ideas for media artworks through brainstorming and improvising.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>2.MA.Cr.2.1</b> Choose ideas to create plans and models for media artworks.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>2.MA.Cr.3.1</b> Test and describe expressive effects in altering, refining, and completing media artworks.
Artistic Process: Producing	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>2.MA.Pr.4.1</b> Practice combining varied academic, arts, and media content into unified media artworks.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>2.MA.Pr.5.1</b> Demonstrate and explore identified methods to use tools to capture and form media artworks.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>2.MA.Pr.6.1</b> Assist in presenting a media artwork.
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>2.MA.Re.7.1</b> Identify and describe the components and messages in media artworks.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>2.MA.Re.8.1</b> Determine the purposes and meanings of media artworks.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>2.MA.Re.9.1</b> Discuss the effectiveness of and improvements for media artworks, considering their context.
Artistic Process: Connecting	

<b>Anchor Standard 10: K-12.Cn.10</b>  Synthesize and relate knowledge and personal experiences to make art.	<b>2.MA.Cn.10.1</b> Use personal experiences, interests, information, and models in creating media artworks.
	<b>2.MA.Cn.10.2</b> Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.
<b>Anchor Standard 11: K-12.Cn.11</b>  Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>2.MA.Cn.11.1</b> Discuss how media artworks and ideas relate to everyday and cultural life (such as media messages and media environments).
	<b>2.MA.Cn.11.2</b> Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

<b>Music</b>	
Artistic Process: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b>  Generate and conceptualize artistic ideas and work.	<b>2.MU.Cr.1.1.a</b> With minimal guidance, improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
<b>Anchor Standard 1: K-12.Cr.1</b>  Generate and conceptualize artistic ideas and work.	<b>2.MU.Cr.1.1.b</b> With minimal guidance, generate musical patterns and ideas within the context of a given tonality and meter.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b>  Organize and develop artistic ideas and work.	<b>2.MU.Cr.2.1.a</b> With minimal guidance, demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
<b>Anchor Standard 2: K-12.Cr.2</b>  Organize and develop artistic ideas and work.	<b>2.MU.Cr.2.1.b</b> With minimal guidance, use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	



<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>2.MU.Cr.3.1.a</b> With minimal guidance, interpret and apply personal, peer, and teacher feedback to refine personal musical ideas.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>2.MU.Cr.3.2.a</b> With minimal guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
<b>Artistic Process: Performing</b>	
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.	
<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>2.MU.Pr.4.1.a</b> With minimal guidance, demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
<i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>2.MU.Pr.4.2.a</b> With minimal guidance, demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>2.MU.Pr.4.2.b</b> When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
<i>Interpret: Develop personal interpretations that consider creators' intent</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>2.MU.Pr.4.3.a</b> 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.
Anchor Standard 5: Develop and refine artistic works for presentation.	
<i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.	<b>2.MU.Pr.5.1.a</b> With minimal guidance, apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
<b>Anchor Standard 5: K-12.Pr.5</b>	<b>2.MU.Pr.5.1.b</b> With minimal guidance, rehearse, identify and apply strategies to address interpretive, performance, and technical

Develop and refine artistic works for presentation.	challenges of music.
Anchor Standard 6: Convey meaning from the presentation of artistic work.	
<i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>2.MU.Pr.6.1.a</b> With minimal guidance, perform music, alone and with others, for a specific purpose with expression and technical accuracy.
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>2.MU.Pr.6.1.b</b> Perform appropriately for the audience and purpose.
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>2.MU.Pr.6.1.c</b> Display audience etiquette appropriate for the context, venue, and genre.
<b>Artistic Process: Responding</b>	
Anchor Standard 7: Identify and analyze artistic works.	
<i>Select: Choose music appropriate for specific purposes and contexts.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>2.MU.Re.7.1.a</b> With minimal guidance, explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
<i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>2.MU.Re.7.2.a</b> With minimal guidance, describe how specific music concepts are used to support a specific purpose in music.
Anchor Standard 8: Interpret intent and meaning in artistic work.	
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>	
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>2.MU:Re.8.1.a</b> With limited guidance, demonstrate and identify expressive qualities (such as dynamics, tempo, style, and articulation)and how they support creators'/ performers' expressive intent.
Anchor Standard 9: Apply criteria to evaluate artistic works.	
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>	

<b>Anchor Standard 9: K-12.Re.9</b> Apply criteria to evaluate artistic works.	<b>2.MU.Re.9.1.a</b> With minimal guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
<b>Artistic Process: Connecting</b>	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.	
<i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Anchor Standard 10:K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make artistic works.	<b>2.MU.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	
<i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i>	
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	<b>2.MU.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

<b>Theatre</b>	
Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>2.TH.Cr.1.1</b> 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).
	<b>2.TH.Cr.1.2</b> 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).
	<b>2.TH.Cr.1.3</b> 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, creative drama).
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic	<b>2.TH.Cr.2.1</b> Collaborate with peers to create meaningful dialogue that advances a story in a guided drama experience (e.g., process drama,

ideas and work.	story drama, creative drama).
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>2.TH.Cr.3.1</b> 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).
	<b>2.TH.Cr.3.2</b> 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).
	<b>2.TH.Cr.3.3</b> Independently develop multiple representations of single object in a guided drama experience (E.g., process drama, story drama, creative drama).
Artistic Process: Performing	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>2.TH.Pr.4.1</b> Interpret literary elements in a guided drama experience (e.g., process drama, story drama, creative drama).
	<b>2.TH.Pr.4.2</b> Using elements of physical expression articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>2.TH.Pr.5.1</b> Demonstrate the relationship between the elements of physical expression and the mind in a guided drama experience.
	<b>2.TH.Pr.5.2</b> Explore the technical elements in a guided drama experience.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>2.TH.Pr.6.1</b> Participate in group activities through a guided drama experience and informally share with peers.
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>2.TH.Re.7.1</b> Recognize when artistic choices are made in a guided drama experience.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>2.TH.Re.8.1</b> Explain how personal experiences affect an audiences response in a guided drama experience.
	<b>2.TH.Re.8.2</b> Identify cause and effect of a characters actions in a guided drama experience.
	<b>2.TH.Re.8.3</b> Utilize words and images to describe how an observers emotions and choices may compare to those of a characters in a guided drama experience.

<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>2.TH.Re.9.1</b> Collaborate on scene work with others in a guided drama experience.</p>
	<p><b>2.TH.Re.9.2</b> Use props or costumes to describe characters, settings or events in a guided drama experience.</p>
	<p><b>2.TH.Re.9.3</b> Explain how characters respond to given challenges in a guided drama experience.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>2.TH.Cn.10.1</b> Relate character experiences to personal experiences.</p>
<p><b>Anchor Standard 11.1: K-12.Cn.11.1</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>2.TH.Cn.11.1.1</b> Consider appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience.</p>
<p><b>Anchor Standard 11.2: K-12.Cn.11.2</b></p> <p>Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding</p>	<p><b>2.TH.Cn.11.2.1</b> Identify similarities and differences in stories from multiple cultures in a guided drama experience.</p>
	<p><b>2.TH.Cn.11.2.2</b> Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.</p>

<p><b>Visual Arts</b></p>	
<p>Artistic Process: Creating</p>	
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>2.VA.Cr.1.1</b> 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.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>2.VA.Cr.2.1</b> Experiment with various materials and tools while demonstrating safe use of materials, tools, and procedures to create works of art or design.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic</p>	<p><b>2.VA.Cr.3.1</b> Discuss and reflect with peers about choices made in creating artwork using art vocabulary (such as the elements/principles of design).</p>

work.	
Artistic Process: Presenting	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>2.VA.Pr.4.1</b> Explain why some objects, artifacts, and artworks are valued over others.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>2.VA.Pr.5.1</b> Distinguish between different materials or artistic techniques for preparing artwork for presentation.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>2.VA.Pr.6.1</b> Analyze how art exhibited inside and outside of school (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>2.VA.Re.7.1</b> Identify mood and expressive properties suggested by a work of art.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>2.VA.Re.8.1</b> Categorize images based on expressive properties.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>2.VA.Re.9.1</b> Use learned art vocabulary to express preferences about artwork.
Artistic Process: Connecting	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>2.VA.Cn.10.1</b> Create art that tells a story or expresses a mood about events in home, school or community life.

**Anchor Standard 11: K-12.Cn.11**

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**2.VA.Cn.11.1** Compare and contrast cultural uses of artworks from different times and places.

## Third Grade

### Dance

#### Artistic Process: Creating

**Anchor Standard 1: K-12.Cr.1**

Generate and conceptualize artistic ideas and work.

**3.DA.Cr.1.1** Experiment with a variety of student chosen stimuli (music/sound, text, objects, images, notation, observed dance, experiences) for movement.

**3.DA.Cr.1.2** Explore a given movement problem. Select and demonstrate a solution with teacher guidance.

**Anchor Standard 2: K-12.Cr.2**

Organize and develop artistic ideas and work.

**3.DA.Cr.2.1** Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).

**3.DA.Cr.2.2** Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

**Anchor Standard 3: K-12.Cr.3**

Refine and complete artistic work.

**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.

**3.DA.Cr.3.2** Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

#### Artistic Process: Performing

**Anchor Standard 4: K-12.Pr.4**

Analyze and evaluate artistic work for presentation.

**3.DA.Pr.4.1** Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

**3.DA.Pr.4.2** Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

**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.



<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>3.DA.Pr.5.1</b> Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p>
	<p><b>3.DA.Pr.5.2</b> Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.</p>
	<p><b>3.DA.Pr.5.3</b> Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>3.DA.Pr.6.1</b> Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).</p>
	<p><b>3.DA.Pr.6.2</b> Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>3.DA.Re.7.1</b> Find a movement pattern that creates a movement phrase in a dance work.</p>
	<p><b>3.DA.Re.7.2</b> Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>3.DA.Re.8.1</b> Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>3.DA.Re.9.1</b> Identify dance movements from specific genres, styles, or cultures. Using basic dance terminology, compare and contrast characteristic movements from these dances.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p>	<p><b>3.DA.Cn.10.1</b> Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.</p>

Synthesize and relate knowledge and personal experiences to make art.	<b>3.DA.Cn.10.2</b> Research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>3.DA.Cn.11.1</b> Find and discuss relationships between movement in a dance from a culture, society, or community and the culture from which the dance is derived.

<b>Media Arts</b>	
Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>3.MA.Cr.1.1</b> Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>3.MA.Cr.2.1</b> Form, share, and test ideas, plans, and models to prepare for media arts productions.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>3.MA.Cr.3.1</b> Practice and analyze how tools and techniques alter the effect and purpose in the refining process of media artworks.
Artistic Process: Producing	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>3.MA.Pr.4.1</b> Analyze and select work for inclusion, sharing and presentation in media artworks.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>3.MA.Pr.5.1</b> Exhibit standard use of tools and techniques while constructing media artworks.

<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>3.MA.Pr.6.1</b> Identify and describe the presentation conditions, roles, and processes in presenting or distributing media artworks.
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>3.MA.Re.7.1</b> Identify and describe how various forms, methods, and styles in media artworks influence audience experience.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>3.MA.Re.8.1</b> Determine the purposes and meanings of media artworks while describing their context.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>3.MA.Re.9.1</b> Identify basic criteria for and evaluate media artworks, considering possible improvements in relation to context.
Artistic Process: Connecting	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>3.MA.Cn.10.1</b> Examine and use personal and external resources (such as interests, research, and cultural understanding, to create media artworks).
	<b>3.MA.Cn.10.1</b> Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>3.MA.Cn.11.1</b> Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.
	<b>3.MA.Cn.11.2</b> Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

<b>Music</b>	
Artistic Process: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize	<b>3.MU.Cr.1.1.a</b> Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and

artistic ideas and work.	social).
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>3.MU.Cr.1.1.b</b> Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>3.MU.Cr.2.1.a</b> Demonstrate and select musical ideas for simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>3.MU.Cr.2.1.b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>3.MU.Cr.3.1.a</b> Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>3.MU.Cr.3.2.a</b> Present the final version of personal created music to others, and describe connection to expressive intent.
<b>Artistic Process: Performing</b>	
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.	
<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>3.MU.Pr.4.1.a</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
<i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i>	

<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>3.MU.Pr.4.2.a</b> Demonstrate understanding of the structure in music selected for performance.</p>
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>3.MU.Pr.4.2.b</b> When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>3.MU.Pr.4.2.c</b> Describe how context (such as personal and social) can inspire a performance.</p>
<p><i>Interpret: Develop personal interpretations that consider creators' intent</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.</p>	<p><b>3.MU.Pr.4.3.a</b> Demonstrate and describe how intent is conveyed through expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).</p>
<p>Anchor Standard 5: Develop and refine artistic works for presentation.</p>	
<p><i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.</p>	<p><b>3.MU.Pr.5.1.a</b> Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.</p>	<p><b>3.MU.Pr.5.1.b</b> Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>	
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p><b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.</p>	<p><b>3.MU.Pr.6.1.a</b> Perform music, alone and with others, with expression and technical accuracy.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.</p>	<p><b>3.MU.Pr.6.1.b</b> Demonstrate performance decorum appropriate for the context and venue.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.</p>	<p><b>3.MU.Pr.6.1.c</b> Display audience etiquette appropriate for the context, venue, and genre.</p>

<b>Artistic Process: Responding</b>	
Anchor Standard 7: Identify and analyze artistic works.	
<i>Select: Choose music appropriate for specific purposes and contexts.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>3.MU.Re.7.1.a</b> Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
<i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>3.MU.Re.7.2.a</b> 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).
Anchor Standard 8: Interpret intent and meaning in artistic work.	
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>	
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>3.MU.Re.8.1.a</b> Demonstrate and describe how the expressive qualities (such as dynamics, tempo, style, and articulation) are used in performers' interpretations to reflect expressive intent.
Anchor Standard 9: Apply criteria to evaluate artistic works.	
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>	
<b>Anchor Standard 9: K-12.Re.9</b> Apply criteria to evaluate artistic works.	<b>3.MU.Re.9.1.a</b> Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.
<b>Artistic Process: Connecting</b>	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.	
<i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make artistic works.	<b>3.MU.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	

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

**Anchor Standard 11: K-12.Cn.11**

Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

**3.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Theatre**

Artistic Process: Creating

**Anchor Standard 1: K-12.Cr.1**

Generate and conceptualize artistic ideas and work.

**3.TH.Cr.1.1** Create characters, imagined worlds and improvised stories in a dramatic and/or theatrical work.

**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.

**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 dramatic and/or theatrical work.

**Anchor Standard 2: K-12.Cr.2**

Organize and develop artistic ideas and work.

**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.

**Anchor Standard 3: K-12.Cr.3**

Refine and complete artistic work.

**3.TH.Cr.3.1** With peers, revise, refine and adapt ideas to fit the set guidelines of a dramatic and/or theatrical work.

**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.

**3.TH.Cr.3.3** Create and design technical elements to support an improvised or scripted dramatic and/or theatrical work.

Artistic Process: Performing

**Anchor Standard 4: K-12.Pr.4**

Analyze and evaluate artistic work for presentation.

**3.TH.Pr.4.1** Apply the elements of dramatic structure to a story and create an original dramatic and/or theatrical work.

**3.TH.Pr.4.2** Investigate how the elements of physical expression are used in a dramatic and/or theatrical work.

<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>3.TH.Pr.5.1</b> 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.</p>
	<p><b>3.TH.Pr.5.2</b> Identify the basic technical elements that can be used in a drama/theatre work.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>3.TH.Pr.6.1</b> Rehearse a dramatic or theatrical work and reflect individually and in small groups.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>3.TH.Re.7.1</b> Comprehend the artistic choices that are made in a dramatic and/or theatrical work.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>3.TH.Re.8.1</b> Relate personal experiences when participating or observing a dramatic or theatrical work.</p>
	<p><b>3.TH.Re.8.2</b> Explore various ways to develop a character using elements of physical expression and props and costumes to reflect multiple cultural perspectives.</p>
	<p><b>3.TH.Re.8.3</b> Identify the connections that are made between oneself and a character.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>3.TH.Re.9.1</b> Understand how and why groups evaluate dramatic/theatrical works.</p>
	<p><b>3.TH.Re.9.2</b> Consider and analyze technical elements from multiple dramatic/theatrical works.</p>
	<p><b>3.TH.Re.9.3</b> Identify and interpret problems and situations in a dramatic work from an audience perspective.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>3.TH.Cn.10.1</b> Make connections to community and culture by using personal experiences and knowledge.</p>



<p><b>Anchor Standard 11.1: K-12.Cn.11.1</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>3.TH.Cn.11.1.1</b> Identify the connection of real life situations and other content areas to a theatrical work.</p>
<p><b>Anchor Standard 11.2: K-12.Cn.11.2</b></p> <p>Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding</p>	<p><b>2.TH.Cn.11.2.1</b> Explore how stories are adapted from literature to a dramatic work.</p> <p><b>2.TH.Cn.11.2.2</b> Explore how artists have historically presented similar stories using a variety of art forms.</p>

<p><b>Visual Arts</b></p>	
<p>Artistic Process: Creating</p>	
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>3.VA.Cr.1.1</b> Elaborate independently on an imaginative idea.</p> <p><b>3.VACr.1.2</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>3.VA.Cr.2.1</b> Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p><b>3.VA.Cr.2.2</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Define and complete artistic work.</p>	<p><b>3.VA.Cr.3.1</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p>
<p>Artistic Process: Presenting</p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>3.VA.Pr.4.1</b> Investigate and discuss possibilities and limitations of spaces for exhibiting artwork including electronic.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>3.VA.Pr.5.1</b> Identify exhibit space and prepare works of art including artists' statements for presentation.</p>

<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>3.VA.Pr.6.1</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>3.VA.Re.7.1</b> Analyze messages communicated by an image through the use of media, subject matter, and relevant details.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>3.VA.Re.8.1</b> Determine messages communicated by an image.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>3.VA.Re.9.1</b> Evaluate an artwork based on given criteria.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>3.VA.Cn.10.1</b> Create a work of art that is motivated by personal observations of surroundings.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>3.VA.Cn.11.1</b> Recognize that responses to art change depending on knowledge of the time and place it was made.</p>

## Fourth Grade

### Dance

#### Artistic Process: Creating

**Anchor Standard 1: K-12.Cr.1**

Generate and conceptualize artistic ideas and work.

**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).

**4.DA.Cr.1.2** Develop a movement problem with teacher guidance and manipulate the elements of dance using tools to find a solution.

**Anchor Standard 2: K-12.Cr.2**

Organize and develop artistic ideas and work.

**4.DA.Cr.2.1** Manipulate or modify choreographic devices to expand movement possibilities. Create and discuss a variety of movement patterns and structures. Discuss movement choices.

**4.DA.Cr.2.2** Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

**Anchor Standard 3: K-12.Cr.3**

Refine and complete artistic work.

**4.DA.Cr.3.1** Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.

**4.DA.Cr.3.2** Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).

#### Artistic Process: Performing

**Anchor Standard 4: K-12.Pr.4**

Analyze and evaluate artistic work for presentation.

**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.

**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.

	<p><b>4.DA.Pr.4.3</b> 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.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>4.DA.Pr.5.1</b> 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.</p>
	<p><b>4.DA.Pr.5.2</b> Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.</p>
	<p><b>4.DA.Pr.5.3</b> 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</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>4.DA.Pr.6.1</b> Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).</p>
	<p><b>4.DA.Pr.6.2</b> Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>4.DA.Re.7.1</b> Find patterns of movement in dance works that create a style or theme.</p>
	<p><b>4.DA.Re.7.2</b> Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>4.DA.Re.8.1</b> Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.</p>

<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>4.DA.Re.9.1</b> 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.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>4.DA.Cn.10.1</b> Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one’s own experiences, relationships, ideas or perspectives.</p> <p><b>4.DA.Cn.10.2</b> Select key aspects about a relevant topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>4.DA.Cn.11.1</b> Describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</p>

<p><b>Media Arts</b></p>	
<p>Artistic Process: Creating</p>	
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>4.MA.Cr.1.1</b> Propose and test original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>4.MA.Cr.2.1</b> Discuss, test, and assemble ideas, plans, and models for media artworks, considering the artistic goals and the presentation.</p>

<p><b>Anchor Standard 3: K-12.CR.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>4.MA.Cr.3.1</b> Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.</p>
<p>Artistic Process: Producing</p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>4.MA.Pr.4.1</b> Modify media artworks for intentional effect, emphasizing elements for a purpose and audience.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>4.MA.Pr.5.1</b> Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>4.MA.Pr.6.1</b> Play a role in presenting or distributing a media artwork.</p> <p><b>4.MA.Pr.6.2</b> Explain results of and improvements for presenting media artworks.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>4.MA.Re.7.1</b> Identify, describe, and explain how messages are created by components in media artworks.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>4.MA.Re.8.1</b> Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>5.MA.Re.9.1</b> Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate</p>	<p><b>5.MA.Cn.10.1</b> Access and use internal and external resources to create media artworks (such as interests, knowledge, and experiences).</p>

knowledge and personal experiences to make art.	<b>5.MA.Cn.10.2</b> Examine and show how media artworks form meanings, situations, and cultural experiences (such as news and cultural events).
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>5.MA.Cn.11.1</b> Research and show how media artworks and ideas relate to personal, social and community life.
	<b>5.MA.Cn.11.2</b> Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

<b>Music</b>	
Artistic Process: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>4.MU.Cr.1.1.a</b> Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>4.MU.Cr.1.1.b</b> Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities and meters.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>4.MU.Cr.2.1.a</b> Demonstrate selected, organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>4.MU.Cr.2.1.b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic	<b>4.MU.Cr.3.1.a</b> Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and

work.	feedback to show improvement over time.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>4.MU.Cr.3.2.a</b> Present the final version of personal created music to others, and explain connection to expressive intent.
Artistic Process: Performing	
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.	
<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>4.MU.Pr.4.1.a</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
<i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>4.MU.Pr.4.2.a</b> Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>4.MU.Pr.4.2.b</b> When analyzing selected music, read and perform using iconic and/or standard notation.
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>4.MU.Pr.4.2.c</b> Explain how context (such as social and cultural) inspires a performance.
<i>Interpret: Develop personal interpretations that consider creators' intent.</i>	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>4.MU.Pr.4.3.a</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).
Anchor Standard 5: Develop and refine artistic works for presentation.	
<i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	



<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>4.MU.Pr.5.1.a</b> Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>4.MU.Pr.5.1.b</b> Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>	
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>4.MU.Pr.6.1.a</b> Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>4.MU.Pr.6.1.b</b> Demonstrate performance decorum appropriate for the context, venue, and genre.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>4.MU.Pr.6.1.c</b> Display audience etiquette appropriate for the context, venue, genre, and style.</p>
<p><b>Artistic Process: Responding</b></p>	
<p>Anchor Standard 7: Identify and analyze artistic works.</p>	
<p><i>Select: Choose music appropriate for specific purposes and contexts.</i></p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>4.MU.Re.7.1.a</b> Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>
<p><i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i></p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>4.MU.Re.7.2.a</b> 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).</p>
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	

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

**Anchor Standard 8: K-12.Re.8**

Interpret intent and meaning in artistic work.

**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.

Anchor Standard 9: Apply criteria to evaluate artistic works.

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

**Anchor Standard 9: K-12.Re.9**

Apply criteria to evaluate artistic works.

**4.MU.Re.9.1.a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

**Artistic Process: Connecting**

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.

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

**Anchor Standard 10: K-12.Cn.10**

Synthesize and relate knowledge and personal experiences to make artistic works.

**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.

Anchor Standard 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.*

**Anchor Standard 11: K-12.Cn.11**

Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

**4.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Theatre**

Artistic Process: Creating

<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>4.TH.Cr.1.1</b> Describe the visual details of characters and imagined worlds that support the story and given circumstances in a dramatic and/or theatrical work.</p>
	<p><b>4.TH.Cr.1.2</b> Visualize and design technical elements that support the story and given circumstances in a dramatic and/or theatrical work.</p>
	<p><b>4.TH.Cr.1.3</b> Imagine ways in which the elements of physical expression by a character might support the story and given circumstances in dramatic and/or theatrical work.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>4.TH.Cr.2.1</b> Collaborate to devise original ideas on the responsibilities required to present a dramatic or theatrical work to peers.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>4.TH.Cr.3.1</b> Rehearse and refine an improvised or scripted dramatic and/or theatrical work.</p>
	<p><b>4.TH.Cr.3.2</b> Utilize elements of physical expression in the preparation of an improvised or scripted dramatic and/or theatrical work.</p>
	<p><b>4.TH.Cr.3.3</b> Collaborate on design technical elements that arise in rehearsal.</p>
<p>Artistic Process: Performing</p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>4.TH.Pr.4.1</b> Explore options of a character's dialogue and actions to change the story in a dramatic and/or theatrical work.</p>
	<p><b>4.TH.Pr.4.2</b> Using elements of physical expression develop a character in a dramatic and/or theatrical work.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>4.TH.Pr.5.1</b> Rehearse selected group exercises that can be used in a dramatic or theatrical setting.</p>
	<p><b>4.TH.Pr.5.2</b> Describe various technical elements used in a dramatic and/or theatrical work.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>4.TH.Pr.6.1</b> Share dramatic and theatrical work produced in a small group with peers as audience.</p>
<p>Artistic Process: Responding</p>	

<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>4.TH.Re.7.1</b> Describe the artistic choices made in a dramatic and/or theatrical work through active observation and participation.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>4.TH.Re.8.1</b> Compare and contrast multiple personal experiences when participating or observing a dramatic work.</p>
	<p><b>4.TH.Re.8.2</b> Compare and contrast various ways to develop a character using elements of physical expression and props and costumes to reflect multiple cultural perspectives.</p>
	<p><b>4.TH.Re.8.3</b> Explore elements of physical expression connected or emotions in a dramatic work.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>4.TH.Re.9.1</b> Propose a plan to evaluate a dramatic work.</p>
	<p><b>4.TH.Re.9.2</b> Examine how technical elements may support a theme or concept.</p>
	<p><b>4.TH.Re.9.3</b> Recognize how a character's choices may impact an audiences perspective.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>4.TH.Cn.10.1</b> Identify the ways a dramatic and/or a theatrical work reflects the perspectives of a community or culture.</p>
<p><b>Anchor Standard 11.1: K-12.Cn.11.1</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>4.TH.Cn.11.1.1</b> Respond to real life situations by incorporating other content areas.</p>
<p><b>Anchor Standard 11.2: K-12.Cn.11.2</b></p> <p>Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding</p>	<p><b>4.TH.Cn.11.2.1</b> Explore story telling in a variety of cultures.</p>
	<p><b>4.TH.Cn.11.2.2</b> Identify different theatre conventions throughout history.</p>

<b>Visual Arts</b>	
Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>4.VA.Cr.1.1</b> Brainstorm multiple approaches to a creative art or design problem.
	<b>4.VA.Cr.1.2</b> Set goals and create artworks that are meaningful and have purpose to the makers.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>4.VA.Cr.2.1</b> Explore and invent art-making techniques and approaches.
	<b>4.VA.Cr.2.2</b> Utilize and care for art materials, tools, and equipment in a manner that prevents danger to oneself and others.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>4.VA.Cr.3.1</b> Revise artwork in progress on the basis of insights gained through peer discussion.
Artistic Process: Presenting	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>4.VA.Pr.4.1</b> Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>4.VA.Pr.5.1</b> 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.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>4.VA.Pr.6.1</b> Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>4.VA.Re.7.1</b> Summarize messages in art referring to contextual information, relevant subject matter, details, and use of media.

<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>4.VA.Re.8.1</b> Analyze components in visual imagery that convey messages.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>4.VA.Re.9.1</b> Apply one set of criteria to evaluate more than one work of art.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>4.VA.Cn.10.1</b> Create works of art that reflect community cultural traditions (I.e. State, Regional, Native American).</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>4.VA.Cn.11.1</b> Infer information about time, place, and culture in which a work of art was created, through observation.</p>

## Fifth Grade

### Dance

#### Artistic Process: Creating

**Anchor Standard 1: K-12.Cr.1**

Generate and conceptualize artistic ideas and work.

**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).

**5.DA.Cr.1.2** Explore various movement vocabularies to transfer ideas into choreography. Develop choreography to solve multiple movement problems.

**Anchor Standard 2: K-12.Cr.2**

Organize and develop artistic ideas and work.

**5.DA.Cr.2.1** Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

**5.DA.Cr.2.2** Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

**Anchor Standard 3: K-12.Cr.3**

Refine and complete artistic work.

**5.DA.Cr.3.1** Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.

**5.DA.Cr.3.2** Record changes in a dance sequence through writing, symbols, or a form of media technology.

#### Artistic Process: Performing

**Anchor Standard 4: K-12.Pr.4**

Analyze and evaluate artistic work for presentation.

**5.DA.Pr.4.1** Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.

**5.DA.Pr.4.2** Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

	<p><b>5.DA.Pr.4.3</b> 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.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>5.DA.Pr.5.1</b> Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p>
	<p><b>5.DA.Pr.5.2</b> 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.</p>
	<p><b>5.DA.Pr.5.3</b> 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.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>5.DA.Pr.6.1</b> Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p>
	<p><b>5.DA.Pr.6.2</b> Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>5.DA.Re.7.1</b> Find meaning or artistic intent from the patterns of movement in a dance work.</p>
	<p><b>5.DA.Re.7.2</b> 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.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>5.DA.Re.8.1</b> Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p>



<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>5.DA.Re.9.1</b> 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.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>5.DA.Cn.10.1</b> Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p>
	<p><b>5.DA.Cn.10.2</b> Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create and explain a dance study that expresses the idea.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>5.DA.Cn.11.1</b> Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>

<p><b>Media Arts</b></p>	
<p>Artistic Process: Creating</p>	
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>5.MA.Cr.1.1</b> Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>5.MA.Cr.2.1</b> Develop, present, and test ideas, plans, models, and proposals for media artworks, considering the artistic goals and audience.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>5.MA.Cr.3.1</b> Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.</p>
<p>Artistic Process: Producing</p>	

<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.</p>	<p><b>5.MA.Pr.4.1</b> Create media artworks through the integration of multiple contents and forms.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.</p>	<p><b>5.MA.Pr.5.1</b> Examine how tools and techniques could be combined in standard and experimental ways in constructing media artworks.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.</p>	<p><b>5.MA.Pr.6.1</b> Collaboratively and/or individually assist in presentation and/or distribution of media artworks.</p>
	<p><b>5.MA.Pr.6.2</b> Reflect on results of and improvements for presenting media artworks.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.</p>	<p><b>5.MA.Re.7.1</b> Identify, describe, and compare how various forms, methods, and styles in media arts influence audience experience.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.</p>	<p><b>5.MA.Re.8.1</b> Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>5.MA.Re.9.1</b> Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>5.MA.Cn.10.1</b> Access and use internal and external resources to create media artworks (such as interests, knowledge, and experiences).</p>
	<p><b>5.MA.Cn.10.2</b> Examine and show how media artworks form meanings, situations, and cultural experiences (such as news and cultural events).</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works</p>	<p><b>5.MA.Cn.11.1</b> Research and show how media artworks and ideas relate to personal, social and community life.</p>

with societal, cultural and historical context to deepen understanding.	<b>5.MA.Cn.11.2</b> Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.
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<b>Music</b>	
Artistic Process: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>5.MU.Cr.1.1.a</b> Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>5.MU.Cr.1.1.b</b> Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>5.MU.Cr.2.1.a</b> Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work	<b>5.MU.Cr.2.1.b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>5.MU.Cr.3.1.a</b> Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	

<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>5.MU.Cr.3.2.a</b> Present the final version of personal created music to others that demonstrates appropriate expertise, and explain connection to expressive intent.</p>
<p><b>Artistic Process: Performing</b></p>	
<p>Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.</p>	
<p><i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>5.MU.Pr.4.1.a</b> 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.</p>
<p><i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>5.MU.Pr.4.2.a</b> Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>5.MU.Pr.4.2.b</b> When analyzing selected music, read and perform using iconic and/or standard notation.</p>
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>5.MU.Pr.4.2.c</b> Explain how context (such as social, cultural, and historical) inspires performances.</p>
<p><i>Interpret: Develop personal interpretations that consider creators' intent</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>5.MU.Pr.4.3.a</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).</p>
<p>Anchor Standard 5: Develop and refine artistic works for presentation.</p>	
<p><i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>5.MU.Pr.5.1.a</b> Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p>

<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>5.MU.Pr.5.1.b</b> Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>	
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>5.MU.Pr.6.1.a</b> Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>5.MU.Pr.6.1.b</b> Demonstrate performance decorum appropriate for the context, venue, genre, and style.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>5.MU.Pr.6.1.c</b> Display audience etiquette appropriate for the context, venue, genre, and style.</p>
<p>Artistic Process: Responding</p>	
<p>Anchor Standard 7: Identify and analyze artistic works.</p>	
<p><i>Select: Choose music appropriate for specific purposes and contexts.</i></p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>5.MU.Re.7.1.a</b> Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>
<p><i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i></p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>5.MU.Re.7.2.a</b> 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).</p>
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	

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

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

**5.MU.Re.8.1.a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, style, and articulation) are used in performances and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic works.

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

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

**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.

Artistic Process: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.

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

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

**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.

Anchor Standard 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.*

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

**5.MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Theatre

Artistic Process: Creating

<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>5.TH.Cr.1.1</b> 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.</p>
	<p><b>5.TH.Cr.1.2</b> Explain possible ideas of technical elements that support the story and given circumstances in a dramatic and/or theatrical work.</p>
	<p><b>5.TH.Cr.1.3</b> 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.</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>5.TH.Cr.2.1</b> 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.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>5.TH.Cr.3.1</b> Rehearse and refine an improvised or scripted dramatic and/or theatrical work through repetition and reflection</p>
	<p><b>5.TH.Cr.3.2</b> Utilize elements of physical expression to develop a character in an improvise or scripted dramatic and/or theatrical work.</p>
	<p><b>5.TH.Cr.3.3</b> Create and design solutions to the technical elements that arise in rehearsal for a dramatic and/or theatrical work.</p>
<p>Artistic Process: Performing</p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>5.TH.Pr.4.1</b> Justify the actions and dialogue of a character by exploring the thoughts and emotions found in dramatic and/or theatrical work.</p>
	<p><b>5.TH.Pr.4.2</b> Explore elements of physical expression to create a meaningful character in a dramatic and/or theatrical work.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>5.TH.Pr.5.1</b> Identify acting exercises that can be used in a dramatic and/or theatrical work.</p>
	<p><b>5.TH.Pr.5.2</b> Demonstrate the use of technical elements in a dramatic and/or theatrical work.</p>

<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>5.TH.Pr.6.1</b> Present dramatic and theatrical work informally to an audience.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>5.TH.Re.7.1</b> Express personal reactions to the artistic choices made in a dramatic and/or theatrical work through active observation.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>5.TH.Re.8.1</b> Support choices based on personal experiences when participating in or observing a dramatic work.</p>
	<p><b>5.TH.Re.8.2</b> Describe personal responses to a character based on cultural perspectives when participating in or observing a dramatic work.</p>
	<p><b>5.TH.Re.8.3</b> Explore the effects of emotions on elements of physical expression in a dramatic work.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>5.TH.Re.9.1</b> Consider and apply a plan to evaluate a theatre work.</p>
	<p><b>5.TH.Re.9.2</b> Identify how technical elements represent the theme or concept of a dramatic work.</p>
	<p><b>5.TH.Re.9.3</b> Recognize how circumstances in a dramatic work impact an audiences perspective of that work.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>5.TH.Cn.10.1</b> Describe how a dramatic and/or theatrical work connects self to a community or culture.</p>
<p><b>Anchor Standard 11.1: K-12.Cn.11.1</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>5.TH.Cn.11.1.1</b> Investigate historical, global and social issues expressed in a dramatic work.</p>
<p><b>Anchor Standard 11.2: K-12.Cn.11.2</b></p>	<p><b>5.TH.Cn.11.2.1</b> Analyze commonalities and differences between stories set in different cultures in preparation for a dramatic work.</p>



Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding	<b>5.TH.Cn.11.2.2</b> Apply historical resources that support a variety of theatre terms and conventions.
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<b>Visual Arts</b>	
Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>5.VA.Cr.1.1</b> Combine ideas to generate an innovative idea for art-making.
	<b>5.VA.Cr.1.2</b> 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).
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>5.VA.Cr.2.1</b> Develop skills in multiple art-making techniques through practice.
	<b>5.VA.Cr.2.2</b> Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>5.VA.Cr.3.1</b> Create artist statements using art vocabulary to describe personal choices in art-making.
Artistic Process: Presenting	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>5.VA.Pr.4.1</b> Define the responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artworks.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>5.VA.Pr.5.1</b> Based on criteria, analyze, refine, and evaluate methods for preparing and presenting art.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>5.VA.Pr.6.1</b> Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
Artistic Process: Responding	

<p><b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.</p>	<p><b>5.VA.Re.7.1</b> Compare one's own interpretation of a work of art with the interpretation of others using art vocabulary.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.</p>	<p><b>5.VA.Re.8.1</b> Identify and analyze cultural associations suggested by visual imagery.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>5.VA.Re.9.1</b> Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>5.VA.Cn.10.1</b> Apply formal and conceptual vocabularies of art and design to see surroundings in new ways through art-making.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>5.VA.Cn.11.1</b> Identify how art is used to inform or change the beliefs, values, or behaviors of an individual or society.</p>

## 6-8 Grades (MS)

### Dance

#### Artistic Process: Creating

**Anchor Standard 1: K-12.Cr.1**

Generate and conceptualize artistic ideas and work.

**6-8.DA.Cr.1.1** Relate similar and contrasting ideas to develop choreography. Implement movement from a variety of stimuli (music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current/social events) to develop an original dance.

**6-8.DA.Cr.1.2** Create an original dance using personal preference. Use dance terminology to articulate and justify choices made in movement.

**Anchor Standard 2: K-12.Cr.2**

Organize and develop artistic ideas and work.

**6-8.DA.Cr.2.1** Collaborate and explore using a variety of choreographic devices and dance structures to develop and choreograph a dance with artistic intent. Articulate the group process for making movement and structural choices.

**6-8.DA.Cr.2.2** Determine, define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Evaluate/Discuss how the criteria clarify or intensify the meaning of the dance.

**Anchor Standard 3: K-12.Cr.3**

Refine and complete artistic work.

**6-8.DA.Cr.3.1** Revise and evaluate choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

**6-8.DA.Cr.3.2** Explore, investigate, and experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

#### Artistic Process: Performing

**Anchor Standard 4: K-12.Pr.4**

Analyze and evaluate artistic work for presentation.

**6-8.DA.Pr.4.1** Refine partner and ensemble skills in the ability to judge distance and spatial design. Expand movement vocabulary of floor and air pattern designs. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary. Including differently designed shapes and movements for interest and contrast. Maintain focus with partner or group in near or far space. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

	<p><b>6-8.DA.Pr.4.2</b> 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.</p>
	<p><b>6-8.DA.Pr.4.3</b> 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.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>6-8.DA.Pr.5.1</b> 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.</p>
	<p><b>6-8.DA.Pr.5.2</b> 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.</p>
	<p><b>6-8.DA.Pr.5.3</b> 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).</p>

<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Interpret meaning from the presentation of artistic work.</p>	<p><b>6-8.DA.Pr.6.1</b> 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.</p>
<p>Artistic Process: Responding</p>	
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>6-8.DA.Re.7.1</b> Describe, demonstrate and compare patterns of movement and their relationships in dance in context of artistic intent.</p>
<p><b>6-8.DA.Re.7.2</b> Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>	
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>6-8.DA.Re.8.1</b> 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.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>6-8.DA.Re.9.1</b> Using genre specific dance terminology and artistic criteria, compare artistic intent and determine what makes an effective performance.</p>
<p>Artistic Process: Connecting</p>	
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>6-8.DA.Cn.10.1</b> Compare, contrast, and relate movement characteristics and connections between dance genres. Discuss the relevance of the connections to the development of one's personal perspectives.</p>
<p><b>6-8.DA.Cn.10.2</b> 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 contrasting ideas. Document the process of research and application.</p>	

<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>6-8.DA.Cn.11.1</b> Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</p>
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<h2>Media Arts</h2>	
<p>Artistic Process: Creating</p>	
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>6-8.MA.Cr.1.1</b> Formulate a variety of ideas, goals, and solutions for media artworks using focused creative processes (such as sketching, concept modeling, and divergent thinking).</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>6-8.MA.Cr.2.1</b> Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>6-8.MA.Cr.3.1</b> 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).</p>
	<p><b>6-8.MA.Cr.3.2</b> Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.</p>
<p>Artistic Process: Producing</p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>6-8.MA.Pr.4.1</b> 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).</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>6-8.MA.Pr.5.1</b> 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).</p>
	<p><b>6-8.MA.Pr.5.2</b> Demonstrate an increasing set of creative and adaptive innovation abilities (such as developing new solutions for identified problems or bending conventions).</p>
	<p><b>6-8.MA.Pr.5.3</b> Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks</p>

<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>6-8.MA.Pr.6.1</b> Analyze and design a presentation and distribute collections of media artworks, considering combinations of artworks, formats, and audience.
	<b>6-8.MA.Pr.6.2</b> 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).
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>6-8.MA.Re.7.1</b> Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
	<b>6-8.MA.Re.7.2</b> Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and show intention.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>6-8.MA.Re.8.1</b> Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on critical and sensitive response to various visual art experiences.	<b>6-8.MA.Re.9.1</b> Develop and apply criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
Artistic Process: Connecting	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>6-8.MA.Cn.10.1</b> Research, demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.
	<b>6-8.MA.Cn.10.2</b> Analyze and interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>6-8.MA.Cn.11.1</b> Access, evaluate, and use internal and external resources to plan the creation of media artworks (such as brainstorming, knowledge, experiences, interests, and research).
	<b>6-8.MA.Cn.11.2</b> Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning and historical events.

<b>General Music</b>	
Artistic Process: Creating	

Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>6-8.MUg.Cr.1.1.a</b> Generate simple rhythmic, melodic, and harmonic phrases within AB, ABA, or theme and variation forms that convey expressive intent.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>6-8.MUg.Cr.2.1.a</b> Select, organize, and develop musical ideas for compositions within AB, ABA, or theme and variation forms that convey expressive intent.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>6-8.MUg.Cr.2.1.b</b> Use standard/iconic notation and/or audio/video recording to document composed melodies and rhythmic phrases.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>6-8.MUg.Cr.3.1.a</b> 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.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>6-8.MUg.Cr.3.1.b</b> Describe the rationale for making revisions to the music based on teacher-provided criteria and feedback from peers.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>6-8.MUg.Cr.3.2.a</b> Present the final version of their documented personal composition, song, or arrangement that demonstrates craftsmanship and explains connection to expressive intent.
Artistic Process: Performing	
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.	
<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	



<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUg.Pr.4.1.a</b> 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.</p>
<p><i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUg.Pr.4.2.a</b> Explain, demonstrate, and compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUg.Pr.4.2.b</b> Read and identify standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p>
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUg.Pr.4.2.c</b> Identify how cultural and historical context inform performances.</p>
<p><i>Interpret: Develop personal interpretations that consider creators' intent</i></p>	
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUg.Pr.4.3.a</b> Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent.</p>
<p>Anchor Standard 5: Develop and refine artistic works for presentation.</p>	
<p><i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>6-8.MUg.Pr.5.1.a</b> Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform.</p>
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>	
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>6-8g.MUg.Pr.6.1.a</b> Perform the music with technical accuracy and expression to convey the composer's intent.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>6-8.MUg.Pr.6.1.b</b> Demonstrate appropriate performance decorum and audience etiquette.</p>

Artistic Process: Responding	
Anchor Standard 7: Identify and analyze artistic works.	
<i>Select: Choose music appropriate for specific purposes and contexts.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>6-8.MUg.Re.7.1.a</b> Select or choose contrasting music to listen to and compare the connections to interests or experiences for a specific purpose.
<i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>6-8.MUg.Re.7.2.a</b> Describe, classify, and compare how the elements of music and expressive qualities relate to the structure of the pieces.
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>6-8.MUg.Re.7.2.b</b> Identify and compare the context of music from a variety of genres, cultures, and historical periods.
Anchor Standard 8: Interpret intent and meaning in artistic work.	
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>	
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>6-8.MUg.Re.8.1.a</b> 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.
Anchor Standard 9: Apply criteria to evaluate artistic works.	
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>	
<b>Anchor Standard 9: K-12.Re.9</b> Apply criteria to evaluate artistic works.	<b>6-8.MUg.Re.9.1.a</b> Apply teacher or personally-developed criteria to evaluate musical works or performances.
Artistic Process: Connecting	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.	
<i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make artistic	<b>6-8.MUg.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

works.	
Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	
<i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i>	
<b>Anchor Standard 11: K-12.Cn.11</b> Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	<b>6-8.MUg.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.
<b>Music Ensembles</b>	
Artistic Process: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>6-8.MUe.Cr.1.1.a</b> Compose and improvise ideas for simple melodies and rhythmic phrases, reflecting characteristics of music studied in rehearsal.
Anchor Standard 2: Organize and develop artistic ideas and work.	
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>	
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>6-8.MUe.Cr.2.1.a</b> Select and develop draft melodies, rhythmic passages, and arrangements studied in rehearsal.
Anchor Standard 3: Refine and complete artistic work.	
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>6-8.MUe.Cr.3.1.a</b> Evaluate and refine draft melodies and rhythmic passages based on knowledge, skill, and teacher-provided criteria.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	

<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>6-8.MUe.Cr.3.2.a</b> Share personally-developed melodic ideas and rhythmic passages individually or as an ensemble.</p>
<p>Artistic Process: Performing</p>	
<p>Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.</p>	
<p><i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	
<p><b>Anchor Standard 4: K-12. Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUe.Pr.4.1.a</b> 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.</p>
<p><i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i></p>	
<p><b>Anchor Standard 4: K-12. Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUe.Pr.4.2.a</b> Demonstrate, using music reading skills, how the elements of music contribute to understanding the context of the music in prepared performances.</p>
<p><b>Anchor Standard 4: K-12. Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUe.Pr.4.2.b</b> When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>
<p><i>Interpret: Develop personal interpretations that consider creators' intent</i></p>	
<p><b>Anchor Standard 4: K-12. Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>6-8.MUe.Pr.4.3.a</b> Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent.</p>
<p>Anchor Standard 5: Develop and refine artistic works for presentation.</p>	
<p><i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>6-8.MUe.Pr.5.1.a</b> Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform for an audience.</p>
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>	
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p><b>Anchor Standard 6: K-12.Pr.6</b></p>	<p><b>6-8.MUe.Pr.6.1.a</b> Perform the music with technical accuracy, expression, and cultural authenticity to convey the composer's</p>

Convey meaning from the presentation of artistic work.	intent.
<b>Anchor Standard 6: K-12.Pr.6</b> Convey meaning from the presentation of artistic work.	<b>6-8.MUe.Pr.6.1.b</b> Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context.
Artistic Process: Responding	
Anchor Standard 7: Identify and analyze artistic works.	
<i>Select: Choose music appropriate for specific purposes and contexts.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>6-8.MUe.Re.7.1.a</b> Explain reasons for selecting music using the elements of music and the connections to interest, purpose, and context.
<i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>6-8.MUe.Re.7.2.a</b> Describe, classify, and compare how the elements of music and expressive qualities relate to the structure within programs of music.
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>6-8.MUe.Re.7.2.b</b> Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Anchor Standard 8: Interpret intent and meaning in artistic work.	
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>	
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>6-8.MUe.Re.8.1.a</b> 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: Apply criteria to evaluate artistic works.	
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>	
<b>Anchor Standard 9: K-12.Re.9</b> Apply criteria to evaluate artistic works.	<b>6-8.MUe.Re.9.1.a</b> Discuss and evaluate works and performances based on personal, collaborative, and developed criteria; including analysis of the structure and context.
Artistic Process: Connecting	

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.	
<i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Anchor Standard 10: K-12.Cn.10</b>  Synthesize and relate knowledge and personal experiences to make artistic works.	<b>6-8.MUe.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	
<i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i>	
<b>Anchor Standard 11: K-12.Cn.11</b>  Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.	<b>6-8.MUe.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.

<b>Theatre</b>	
Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b>  Generate and conceptualize artistic ideas and work.	<b>6-8.TH.Cr.1.1</b> Identify and explore multiple perspectives and solutions to staging challenges in a dramatic and/or theatrical work.
	<b>6-8.TH.Cr.1.2</b> 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.
	<b>6-8.TH.Cr.1.3</b> Explore and develop a character's internal traits (e.g., thoughts, objectives, and intentions/motivations) as it pertains to the given circumstances of a dramatic and/or theatrical work.
<b>Anchor Standard 2: K-12.Cr.2</b>  Organize and develop artistic ideas and work.	<b>6-8.TH.Cr.2.1</b> Employ thorough examination and basic dramaturgy (historical, social and cultural research) to refine and evolve original ideas into a devised or scripted work.
	<b>6-8.TH.Cr.2.2</b> 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.

<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>6-8.TH.Cr.3.1</b> Demonstrate focus and concentration in the rehearsal process to analyze and revise choices in an improvised or scripted dramatic and/or theatrical work.
	<b>6-8.TH.Cr.3.2</b> Identify, Develop, and Refine elements of physical expression of characters in an improvised and/or scripted theatrical work.
	<b>6-8.TH.Cr.3.3</b> Explore and implement the elements of technical design utilizing simple technology during the rehearsal process.
Artistic Process: Performing	
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>6-8.TH.Pr.4.1</b> Explore the structure of a dramatic and/or theatrical work by identifying essential literary elements and various staging choices to enhance the story.
	<b>6-8.TH.Pr.4.2</b> Experimenting with elements of physical expression communicate choices that shape a character's objectives and tactics.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>6-8.TH.Pr.5.1</b> 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.
	<b>6-8.TH.Pr.5.2</b> Identify and utilize a variety of technical elements to create a design that can be applied to a dramatic and/or theatrical production.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>6-8.TH.Pr.6.1</b> Adapt, participate and rehearse a dramatic and/or theatrical work to be shared with an audience in performance setting.
Artistic Process: Responding	
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>6-8.TH.Re.7.1</b> Compare and contrast personal and peer reactions to the evaluation of artistic choices made in a dramatic and/or theatrical work.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>6-8.TH.Re.8.1</b> Identify and apply how artistic choices are made based on personal choices when participating or observing.
	<b>6-8.TH.Re.8.2</b> Explain how cultural perspective influence the evaluation of a dramatic work.
	<b>6-8.TH.Re.8.3</b> Identify and apply personal aesthetics, preferences, and beliefs to discuss and evaluate a dramatic work.
<b>Anchor Standard 9: K-12.Re.9</b> Evaluate artistic work based on	<b>6-8.TH.Re.9.1</b> Explain preferences to evaluate a dramatic work using personal experiences and aesthetics.

critical and sensitive response to various visual art experiences.	<b>6-8.TH.Re.9.2</b> Apply aesthetic choices in the development of technical elements used in a dramatic work.
	<b>6-8.TH.Re.9.3</b> Identify how a dramatic work may impact an audience and assess the intended purpose of that work.
Artistic Process: Connecting	
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make art.	<b>MS.TH.Cn.10.1</b> Describe how the actions of characters impact multiple perspectives and diverse community ideas by examining an issue through a dramatic and/or theatrical work.
<b>Anchor Standard 11.1: K-12.Cn.11.1</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>6-8.TH.Cn.11.1.1</b> Incorporating different forms of fine and performing arts to examine contemporary social, cultural or global issues.
<b>Anchor Standard 11.2: K-12.Cn.11.2</b> Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding	<b>6-8.TH.Cn.11.2.1</b> Compare and contrast the visual and verbal worlds of two different versions of the same play.
	<b>6-8.TH.Cn.11.2.2</b> Research the time period and artifacts from a particular location to articulate performance and design choices.

<b>Visual Arts</b>	
Artistic Process: Creating	
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>6-8.VA.Cr.1.1</b> Apply methods/strategies visually or verbally to overcome creative blocks with a variety of media (such as preliminary sketching, painting techniques or brainstorming).
	<b>6-8.VA.Cr.1.2</b> 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).
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>6-8.VA.Cr.2.1</b> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
	<b>6-8.VA.Cr.2.2</b> Explain environmental implications of conservation, care, and clean up of art materials, tools, and equipment.



	<p><b>6-8.VA.Cr.2.3</b> Apply visual organization strategies (such as the principles of design) to produce a work of art or media that clearly communicates information or ideas.</p>
	<p><b>6-8.VA.Cr.2.4</b> 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.</p>
<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>6-8.VA.Cr.3.1</b> 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.</p>

### Artistic Process: Presenting

<p><b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.</p>	<p><b>6-8.VA.Pr.4.1</b> 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.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.</p>	<p><b>6-8.VA.Pr.5.1</b> Individually or collaboratively, prepare and present works of art, analyze exhibit space, the needs of the viewer, and the layout of the exhibit.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.</p>	<p><b>6-8.VA.Pr.6.1</b> Understanding the importance of assessing an art venue and analyzing why an exhibition may influence ideas, beliefs, and experiences.</p>

### Artistic Process: Responding

<p><b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.</p>	<p><b>6-8.VA.Re.7.1</b> Identify and explain how an individual's aesthetic choices are influenced by culture, environment, and how their artwork is perceived by others.</p>
	<p><b>6-8.VA.Re.7.2</b> Analyze contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.</p>	<p><b>6-8.VA.Re.8.1</b> Interpret art by analyzing art-making approaches, the context in which it was created, use of media and subject matter to understand messages or mood conveyed.</p>

<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>6-8.VA.Re.9.1</b> Create a convincing and logical argument based on personal or relevant criteria (such as the elements and principles) to support an evaluation of art.</p>
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**Artistic Process: Connecting**

<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>6-8.VA.Cn.10.1</b> Individually or collaboratively create art to reflect current interests, concerns, events, community, or group identity.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>6-8.VA.Cn.11.1</b> Analyze different ways art is used to represent, establish, reinforce, and reflect group identity.</p>

# High School

## Dance

	Proficient	Advanced
Artistic Process: Creating		
<b>Anchor Standard 1: K12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>HSp.DA.Cr.1.1</b> Explore and develop an improvisational or choreographed dance. Analyze the process and the relationship between the stimuli and the movement.	<b>HSa.DA.Cr.1.1</b> Experiment and take risks to discover personal expression and artistic intent through dance.
	<b>HSp.DA.Cr.1.2</b> Choreograph an original dance using personal preferences and several dance genres/styles. Compare personal choices to those made by well-known choreographers.	<b>HSa.DA.Cr.1.2</b> Choreograph an original dance expanding personal preferences. Discover and analyze the unexpected solutions explaining why they were effective.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>HSp.DA.Cr.2.1</b> Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.	<b>HSa.DA.Cr.2.1</b> Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
	<b>HSp.DA.Cr.2.2</b> Develop an artistic statement that reflects a personal aesthetic for an original dance. Select, demonstrate, and discuss movements that support the artistic statement.	<b>HSa.DA.Cr.2.2</b> Construct an artistic statement that communicates a personal, cultural and artistic perspective.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>HSp.DA.Cr.3.1</b> 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.	<b>HSa.DA.Cr.3.1</b> 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.
	<b>HSp.DA.Cr.3.2</b> Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.	<b>HSa.DA.Cr.3.2</b> Develop and document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies)
Artistic Process: Performing		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>HSp.DA.Pr.4.1</b> Develop and expand partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Dance alone and with others with spatial intention. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	<b>HSa.DA.Pr.4.1</b> 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.
	<b>HSp.DA.Pr.4.2</b> Use syncopation and accent movements related to different tempi. Perform dance studies and compositions that use time and tempo in unpredictable ways. Take rhythmic cues from different aspects of accompaniment. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.” Integrate breath phrasing with metric and kinesthetic phrasing.	<b>HSa.DA.Pr.4.2</b> 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.

	<p><b>HSp.DA.Pr.4.3</b> 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.</p>	<p><b>HSa.DA.Pr.4.3</b> Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.</p>	<p><b>HSp.Da.Pr.5.1</b> 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.</p>	<p><b>HSa.DA.Pr.5.1</b> Dance with sensibility toward other dancers, applying body mind principles to technical dance skills and complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self evaluate performances and discuss and analyze performance ability with others.</p>
	<p><b>HSp.DA.Pr.5.2</b> Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement.</p>	<p><b>HSa.DA.Pr.5.2</b> Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p>

	<p><b>HSp.DA.Pr.5.3</b> 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.</p>	<p><b>HSa.DA.Pr.5.3</b> Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence. Reflect on personal achievements.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.</p>	<p><b>HSp.DA.Pr.6.1</b> 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.</p>	<p><b>HSp.DA.Pr.6.1</b> 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.</p>
	<p><b>HSp.DA.Pr.6.2</b> 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.</p>	<p><b>HSa.DA.Pr.6.2</b> Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.</p>
<p>Artistic Process: Responding</p>		

<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Perceive and analyze artistic work.</p>	<p><b>HSp.DA.Re.7.1</b> Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p>	<p><b>HSa.DA.Re.7.1</b> Analyze dance works from a variety of dance genres and styles. Explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p>
	<p><b>HSp.DA.Re.7.2</b> Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<p><b>HSa.DA.Re.7.2</b> Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices using genre-specific dance terminology.</p>
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>HSp.DA.Re.8.1</b> Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p>	<p><b>HSa.DA.Re.8.1</b> Discuss, analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices using genre specific dance terminology.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>HSp.DA.Re.9.1</b> Using genre-specific dance terminology, compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives.</p>	<p><b>HSa.DA.Re.9.1</b> Define personal artistic preferences to critique dance. Discuss perspectives with peers and justify views. Consider societal and personal values, and a range of artistic expression.</p>
<p>Artistic Process: Connecting</p>		
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>HSp.DA.Cn.10.1</b> Analyze the perspectives expressed by the choreographer. Synthesize how the choreographer's perspective impacts one's own interpretation.</p>	<p><b>HSa.DA.Cn.10.1</b> Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.</p>

	<p><b>HSp.DA.Cn.10.2</b> Collaboratively identify and research a dance related question or problem. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally or in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>	<p><b>HSa.DA.Cn.10.2</b> Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>HSp.DA.Cn.11.1</b> Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.</p>	<p><b>HSa.DA.Cn.11.1</b> 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.</p>

<b>Media Arts</b>		
	Proficient	Advanced
Artistic Process: Creating		
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>HSp.MA.Cr.1.1</b> Use a variety of methods to formulate multiple ideas, develop artistic goals, and problem solve in the media arts creation processes.</p>	<p><b>HSa.MA.Cr.1.1</b> Integrate aesthetic principles with a variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</p>
<p><b>Anchor Standard 2:K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>HSp.MA.Cr.2.1</b> 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</p>	<p><b>HSa.MA.Cr.2.1</b> 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,</p>



	context.	time, resources, and personal limitations.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>HSp.MA.Cr.3.1</b> 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.	<b>HSa.MA.Cr.3.1</b> Synthesize production processes to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles.
	<b>HSp.MA.Cr.3.2</b> Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	<b>HSa.MA.Cr.3.2</b> 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.
Artistic Process: Producing		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>HSp.MA.Pr.4.1</b> 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).	<b>HSa.MA.Pr.4.1</b> 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).
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>HSp.MA.Pr.5.1</b> 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.	<b>HSa.MA.Pr.5.1</b> Employ mastered interpersonal, design, technical, and artistic skills in managing and producing media artworks.
	<b>HSp.MA.Pr.5.2</b> Develop and refine creative and adaptive abilities (such as risk taking, responsive use of failure, and resisting closure) through the media arts.	<b>HSa.MA.Pr.5.2</b> Fluently employ creativity and adaptability in developing solutions to address complex challenges within and through media arts productions.

	<b>HSp.MA.Pr.5.3</b> Demonstrate flexibility and innovation through tools, techniques, and content to communicate intent in the production of media artworks.	<b>HSa.MA.Pr.5.3</b> Independently use and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>HSp.MA.Pr.6.1</b> Design the presentation and distribution of collections of media artworks through a variety of contexts (such as mass audiences, and physical and virtual channels).	<b>HSa.MA.Pr.6.1</b> Design, present, and distribute media artworks for intentional impacts through a variety of contexts (such as virtual channels, markets, and other venues).
	<b>HSp.MA.Pr.6.2</b> Evaluate and implement improvements in presenting media artworks, considering personal, local and social impacts.	<b>HSa.MA.Pr.6.2</b> Independently evaluate, compare, and integrate improvements in presenting media artwork, considering personal and global impacts.
Artistic Process: Responding		
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>HSp.MA.Re.7.1</b> 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).	<b>HSa.MA.Re.7.1</b> Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
	<b>HSp.MA.Re.7.2</b> Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.	<b>HSa.MA.Re.7.2</b> Survey a range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>HSp.MA.Re.8.1</b> Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	<b>HSa.MA.Re.8.1</b> Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>HSp.MA.Re.9.1</b> Evaluate media art works and production processes at decisive stages using identified criteria, and considering context and artistic goals.</p>	<p><b>HSa.MA.Re.9.1</b> Independently develop evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.</p>
<p>Artistic Process: Connecting</p>		
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>HSp.MA.Cn.10.1</b> 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).</p>	<p><b>HSa.MA.Cn.10.1</b> Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.</p>
	<p><b>HSp.MA.Cn.10.2</b> Evaluate and interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital integrity.</p>	<p><b>HSa.MA.Cn.10.2</b> 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.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>HSp.MA.Cn.11.1</b> Access, evaluate, and integrate personal and external resources to plan the creation of original media artworks.</p>	<p><b>HSa.MA.Cn.11.1</b> Independently and proactively access relevant and qualitative resources to plan the creation of convincing media artworks.</p>
	<p><b>HSp.MA.Cn.11.2</b> Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences (such as learning and sharing through online environments).</p>	<p><b>HSa.MA.Cn.11.2</b> Demonstrate and clarify on the use of media artworks to give a sense of accomplishment to new meaning, knowledge, and impactful cultural experience</p>

<p><b>Music</b></p>	<p><b>Traditional and Emerging Ensembles</b></p>
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Artistic Process: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
<i>Imagine: Generate musical ideas for various purposes and contexts.</i>		
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>HSp.MUe.Cr.1.1.a</b> 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.	<b>HSa.MUe.Cr.1.1.a</b> 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.
Anchor Standard 2: Organize and develop artistic ideas and work.		
<i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i>		
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>HSp.MUe.Cr.2.1.a</b> Select and develop draft melodies, rhythmic passages, and arrangements studied in rehearsal.	<b>HSa.MUe.Cr.2.1.a</b> 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.
Anchor Standard 3: Refine and complete artistic work.		
<i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>		
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>HSp.MUe.Cr.3.1.a</b> Evaluate and refine draft melodies, rhythmic passages, and arrangements based on knowledge, skill and teacher-provided criteria.	<b>HSa.MUe.Cr.3.1.a</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, improvisations, and short compositions based on teacher, collaborative, and personally developed criteria.
<i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>		
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>HSp.MUe.Cr.3.2.a</b> Share personally-developed melodic ideas and rhythmic passages individually or as an ensemble.	<b>HSa.MUe.Cr.3.2.a</b> Share personally-developed melodic ideas, rhythmic passages, arrangements, improvisations, and short compositions individually or as an ensemble.

<b>Artistic Process: Performing</b>		
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.		
<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUe.Pr.4.1.a</b> 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.	<b>HSa.MUe.Pr.4.1.a</b> Develop and apply criteria to study and perform repertoire that challenges the performing ensemble.
<i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUe.Pr.4.2.a</b> Demonstrate, using music reading skills, how the elements of music contribute to understanding the context of the music in prepared or improvised performances.	<b>HSa.MUe.Pr.4.2.a</b> Evaluate and critique, using music reading skills, how the structure and context impact and inform prepared and improvised performances.
<i>Interpret: Develop personal interpretations that consider creators' intent</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUe.Pr.4.3.a</b> Demonstrate an understanding of expressive qualities in a selected repertoire of music.	<b>HSa.MUe.Pr.4.3.a</b> Demonstrate how understanding the style, genre, and context of repertoire help the performer's ability to connect with the audience.
Anchor Standard 5: Develop and refine artistic works for presentation.		
<i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.	<b>HSp.MUe.Pr.5.1.a</b> Develop strategies using expressive intent to evaluate their success using self-reflection, peer feedback, and teacher provided criteria to refine performances.	<b>HSa.MUe.Pr.5.1.a</b> Apply and refine rehearsal strategies to address individual and ensemble challenges.
Anchor Standard 6: Convey meaning from the presentation of artistic work.		
<i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>		

<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>HSp.MUe.Pr.6.1.a</b> Perform repertoire using technical accuracy and expressive qualities to connect with an audience. Repertoire should represent diverse cultures, styles, genres, and historical periods.</p>	<p><b>HSa.MUe.Pr.6.1.a</b> 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 using multiple types of ensembles.</p>
<p><b>Artistic Process: Responding</b></p>		
<p>Anchor Standard 7: Identify and analyze artistic works.</p>		
<p><i>Select: Choose music appropriate for specific purposes and contexts.</i></p>		
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>HSp.MUe.Re.7.1.a</b> Explain reasons for selecting music using the elements of music and the connections to interest, purpose, and context.</p>	<p><b>HSa.MUe.Re.7.1.a</b> Justify repertoire choices using research and personally developed criteria citing knowledge of the music's purpose and context.</p>
<p><i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i></p>		
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>HSp.MUe.Re.7.2.a</b> Analyze passages and understand the way the elements of music are manipulated.</p>	<p><b>HSa.MUe.Re.7.2.a</b> Demonstrate and justify the analysis of structures, contexts, and performance decisions influence the response to music.</p>
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>		
<p><i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i></p>		
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>HSp.MUe.Re.8.1.a</b> 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.</p>	<p><b>HSa.MUe.Re.8.1.a</b> 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.</p>
<p>Anchor Standard 9: Apply criteria to evaluate artistic works.</p>		
<p><i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i></p>		

<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Apply criteria to evaluate artistic works.</p>	<p><b>HSp.MUe.Re.9.1.a</b> Discuss and evaluate works and performances based on personal, collaborative, and developed criteria; including analysis of the structure and context.</p>	<p><b>HSa.MUe.Re.9.1.a</b> Develop and justify evaluation of the music and performance based on criteria, personal decision-making, research, and understanding of contexts.</p>
<p><b>Artistic Process: Connecting</b></p>		
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.</p>		
<p><i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i></p>		
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make artistic works.</p>	<p><b>HSp.MUe.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.</p>	<p><b>HSa.MUe.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.</p>
<p>Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>		
<p><i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>	<p><b>HSp.MUe.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>	<p><b>HSa.MUe.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>
<p><b>Music</b></p>	<p><b>Composition and Theory</b></p>	
<p>Artistic Process: Creating</p>		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>		
<p><i>Imagine: Generate musical ideas for various purposes and contexts.</i></p>		
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>HSp.MUct.Cr.1.1.a</b> 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.</p>	<p><b>HSa.MUct.Cr.1.1.a</b> 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.</p>
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p>		

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

<p><b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.</p>	<p><b>HSp.MUct.Cr.2.1.a</b> 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.</p>	<p><b>HSa.MUct.Cr.2.1.a</b> 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.</p>
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<p><b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.</p>	<p><b>HSp.MUct.Cr.2.1.b</b> Identify, describe, and explain the development of sounds or short musical ideas within a variety of forms.</p>	<p><b>HSa.MUct.Cr.2.1.b</b> Analyze and demonstrate the development of short or extended musical ideas within a variety of forms.</p>
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Anchor Standard 3: Refine and complete artistic work.

*Evaluate & Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.*

<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>HSp.MUct.Cr.3.1.a</b> 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.</p>	<p><b>HSa.MUct.Cr.3.1.a</b> 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.</p>
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*Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*

<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>HSp.MUct.Cr.3.2.a</b> 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.</p>	<p><b>HSa.MUct.Cr.3.2.a</b> 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.</p>
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<p><b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.</p>	<p><b>HSp.MUct.Cr.3.2.b</b> Describe the selected contexts and performance mediums for presenting personal works, and explain how and why they impact their final composition and presentation.</p>	<p><b>HSa.MUct.Cr.3.2.b</b> Describe a variety of contexts and performance mediums for presenting personal works, and explain and compare how and why they impact their final composition and presentation.</p>
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<b>Artistic Process: Performing</b>		
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.		
<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUct.Pr.4.1.a</b> Identify and select musical ideas, passages, or sections in musical works that express a personal experience, visual image, or storyline in simple forms.	<b>HSa.MUct.Pr.4.1.a</b> Identify and select sections, movements, or entire musical works that express personal experiences and interests, visual images, concepts, texts, or storylines in various forms.
<i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUct.Pr.4.2.a</b> Analyze how the elements of music of selected works relate to style, function, and context, and explain their effect for rehearsal and performance.	<b>HSa.MUct.Pr.4.2.a</b> Analyze how the elements of music of selected works relate to style, function, and context, and explain and support the analysis their effect for rehearsal and performance.
<i>Interpret: Develop personal interpretations that consider creators' intent</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUct.Pr.4.3.a</b> Develop interpretations or works based on an understanding of the use of elements of music, style, and mood, explaining and supporting the creators' intent.	<b>HSa.MUct.Pr.4.3.a</b> 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.
Anchor Standard 5: Develop and refine artistic works for presentation.		
<i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic works for presentation.	<b>HSp.MUct.Pr.5.1.a</b> Create rehearsal plans for works identifying form, style, and historical or cultural context of the work.	<b>HSa.MUct.Pr.5.1.a</b> 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.

<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>HSp.MUct.Pr.5.1.b</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.</p>	<p><b>HSa.MUct.Pr.5.1.b</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.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>HSp.MUct.Pr.5.1.c</b> Identify and use strategies for improving the technical and expressive aspects of multiple works.</p>	<p><b>HSa.MUct.Pr.5.1.c</b> Identify, compare, and use strategies for improving the technical and expressive aspects of multiple contrasting works.</p>
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>		
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>		
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>HSp.MUct.Pr.6.1.a</b> Share live or recorded (audio/video) performances of works, and explain how the elements of music are used to reflect intent.</p>	<p><b>HSa.MUct.Pr.6.1.a</b> 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.</p>
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>HSp.MUct.Pr.6.1.b</b> Identify and explain how compositions are appropriate for both audience and/or context, and how this will shape future compositions.</p>	<p><b>HSa.MUct.Pr.6.1.b</b> Identify and explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</p>
<p><b>Artistic Process: Responding</b></p>		
<p>Anchor Standard 7: Identify and analyze artistic works.</p>		
<p><i>Select: Choose music appropriate for specific purposes and contexts.</i></p>		
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>HSp.MUct.Re.7.1.a</b> 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.</p>	<p><b>HSa.MUct.Re.7.1.a</b> 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</p>

		as models for composition.
<i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i>		
<b>Anchor Standard 7: K-12.Re.7</b> Identify and analyze artistic works.	<b>HSp.MUct.Re.7.2.a</b> 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 provides models for personal growth as composer, performer, and/or listener.	<b>HSa.MUct.Re.7.2.a</b> 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.
Anchor Standard 8: Interpret intent and meaning in artistic work.		
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>		
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>HSp.MUct.Re.8.1.a</b> 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.	<b>HSa.MUct.Re.8.1.a</b> 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.
Anchor Standard 9: Apply criteria to evaluate artistic works.		
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>		

<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Apply criteria to evaluate artistic works.</p>	<p><b>HSp.MUct.Re.9.1.a</b> Describe and explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</p>	<p><b>HSa.MUct.Re.9.1.a</b> 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.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Apply criteria to evaluate artistic works.</p>	<p><b>HSp.MUct.Re.9.1.b</b> Describe ways in which critiquing others' work and receiving feedback from others can be used in the personal creative process.</p>	<p><b>HSa.MUct.Re.9.1.b</b> Describe and evaluate ways in which critiquing others' work and receiving feedback from others can be used in the personal creative process.</p>
<p><b>Artistic Process: Connecting</b></p>		
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.</p>		
<p><i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i></p>		
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make artistic works.</p>	<p><b>HSp.MUct.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p><b>HSa.MUct.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p>Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>		
<p><i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>	<p><b>HSp.MUct.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>	<p><b>HSa.MUct.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>
<p><b>Music</b></p>	<p><b>Harmonizing Instruments</b></p>	
<p>Artistic Process: Creating</p>		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>		
<p><i>Imagine: Generate musical ideas for various purposes and contexts.</i></p>		

<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>HSp.MUhi.Cr.1.1.a</b> Generate melodic, rhythmic, and harmonic ideas for simple melodies and chordal accompaniments for given melodies.</p>	<p><b>HSa.MUhi.Cr.1.1.a</b> Generate melodic, rhythmic, and harmonic ideas for melodies, improvisations and compositions with three or more chord accompaniments in a variety of patterns.</p>
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p>		
<p><i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i></p>		
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>HSp.MUhi.Cr.2.1.a</b> 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.</p>	<p><b>HSa.MUhi.Cr.2.1.a</b> 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.</p>
<p>Anchor Standard 3: Refine and complete artistic work.</p>		
<p><i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i></p>		
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>HSp.MUhi.Cr.3.1.a</b> Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies and chordal accompaniments for given melodies.</p>	<p><b>HSa.MUhi.Cr.3.1.a</b> 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.</p>
<p><i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>		
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>HSp.MUhi.Cr.3.2.a</b> Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating understanding of how to develop and organize original musical ideas.</p>	<p><b>HSa.MUhi.Cr.3.2.a</b> 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.</p>

<b>Artistic Process: Performing</b>		
Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.		
<i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUhi.Pr.4.1.a</b> 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.	<b>HSa.MUhi.Pr.4.1.a</b> 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.
<i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUhi.Pr.4.2.a</b> 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 standard notation.	<b>HSa.MUhi.Pr.4.2.a</b> Identify and describe important theoretical and structural characteristics and context in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
<i>Interpret: Develop personal interpretations that consider creators' intent</i>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze, interpret, and select artistic works for presentation.	<b>HSp.MUhi.Pr.4.3.a</b> 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.	<b>HSa.MUhi.Pr.4.3.a</b> 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.
Anchor Standard 5: Develop and refine artistic works for presentation.		
<i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		

<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic works for presentation.</p>	<p><b>HSp.MUhi.Pr.5.1.a</b> Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify and apply practice strategies to address performance challenges and refine the performances.</p>	<p><b>HSa.MUhi.Pr.5.1.a</b> 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.</p>
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>		
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>		
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>HSp.MUhi.Pr.6.1.a</b> 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 audience and the context</p>	<p><b>HSa.MUhi.Pr.6.1.a</b> 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 audience and the context.</p>
<p><b>Artistic Process: Responding</b></p>		
<p>Anchor Standard 7: Identify and analyze artistic works.</p>		
<p><i>Select: Choose music appropriate for specific purposes and contexts.</i></p>		
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>HSp.MUhi.Re.7.1.a</b> Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p><b>HSa.MUhi.Re.7.1.a</b> Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.</p>
<p><i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i></p>		
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>HSp.MUhi.Re.7.2.a</b> Describe how the way the elements of music are manipulated and knowledge of the context inform the response.</p>	<p><b>HSa.MUhi.Re.7.2.a</b> Compare passages in musical selections and explain how the elements of music and context inform the response.</p>

Anchor Standard 8: Interpret intent and meaning in artistic work.		
<i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i>		
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>HSp.MUhi.Re.8.1.a</b> 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.	<b>HSa.MUhi.Re.8.1.a</b> 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.
Anchor Standard 9: Apply criteria to evaluate artistic works.		
<i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i>		
<b>Anchor Standard 9: K-12.Re.9</b> Apply criteria to evaluate artistic works.	<b>HSp.MUhi.Re.9.1.a</b> 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.	<b>HSa.MUhi.Re.9.1.a</b> 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.
<b>Artistic Process: Connecting</b>		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.		
<i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Anchor Standard 10: K-12.Cn.10</b> Synthesize and relate knowledge and personal experiences to make artistic works.	<b>HSp.MUhi.Cn.10.1.a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>HSa.MUhi.Cn.10.1.a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.		
<i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i>		



<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>	<p><b>HSp.MUhi.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p>	<p><b>HSa.MUhi.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p>
<p><b>Music</b></p>	<p><b>Technology</b></p>	
<p><b>Artistic Process: Creating</b></p>		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>		
<p><i>Imagine: Generate musical ideas for various purposes and contexts.</i></p>		
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>HSp.MUt.Cr.1.1.a</b> Create melodic, rhythmic, and melodic ideas for compositions or improvisations using digital tools</p>	<p><b>HSa.MUt.Cr.1.1.a</b> Create melodic, rhythmic, and melodic ideas for compositions or improvisations using digital tools, resources, and systems.</p>
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p>		
<p><i>Plan &amp; Make: Select and develop musical ideas for defined purposes and contexts.</i></p>		
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>HSp.MUt.Cr.2.1.a</b> Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital and analog tools.</p>	<p><b>HSa.MUt.Cr.2.1.a</b> Select, develop and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work using digital and analog tools, resources, and systems.</p>
<p>Anchor Standard 3: Refine and complete artistic work.</p>		
<p><i>Evaluate &amp; Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i></p>		
<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>HSp.MUt.Cr.3.1.a</b> Using teacher, collaborative, and personal feedback, develop and use strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p>	<p><b>HSa.MUt.Cr.3.1.a</b> 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.</p>
<p><i>Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>		

<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>HSp.MUt.Cr.3.2.a</b> 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.</p>	<p><b>HSa.MUt.Cr.3.2.a</b> 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.</p>
<p><b>Artistic Process: Performing</b></p>		
<p>Anchor Standard 4: Analyze, interpret, and select artistic works for presentation.</p>		
<p><i>Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>		
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>HSp.MUt.Pr.4.1.a</b> 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.</p>	<p><b>HSa.MUt.Pr.4.1.a</b> 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.</p>
<p><i>Analyze: Analyze the structure and context of varied musical works and their implications for performance.</i></p>		
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>HSp.MUt.Pr.4.2.a</b> Describe and demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influences prepared or improvised performances.</p>	<p><b>HSa.MUt.Pr.4.2.a</b> 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 or improvised performances.</p>
<p><i>Interpret: Develop personal interpretations that consider creators' intent</i></p>		

<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze, interpret, and select artistic works for presentation.</p>	<p><b>HSp.MUt.Pr.4.3.a</b> Show how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.</p>	<p><b>HSa.MUt.Pr.4.3.a</b> 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.</p>
<p>Anchor Standard 5: Develop and refine artistic works for presentation.</p>		
<p><i>Rehearse, Evaluate &amp; Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>		
<p>Anchor Standard 6: Convey meaning from the presentation of artistic work.</p>		
<p><i>Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>		
<p><b>Anchor Standard 6: K-12.Pr.6</b></p> <p>Convey meaning from the presentation of artistic work.</p>	<p><b>HSp.MUt.Pr.6.1.a</b> Using digital tools and resources, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a variety of repertoire representing cultures, styles, and genres.</p>	<p><b>HSa.MUt.Pr.6.1.a</b> 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 cultures, styles, genres, and historical periods.</p>
<p><b>Artistic Process: Responding</b></p>		
<p>Anchor Standard 7: Identify and analyze artistic works.</p>		
<p><i>Select: Choose music appropriate for specific purposes and contexts.</i></p>		
<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>HSp.MUt.Re.7.1.a</b> 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.</p>	<p><b>HSa.MUt.Re7.1.a</b> 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.</p>
<p><i>Analyze: Analyze how the structure and context of varied musical works inform the response.</i></p>		

<p><b>Anchor Standard 7: K-12.Re.7</b></p> <p>Identify and analyze artistic works.</p>	<p><b>HSp.MUt.Re.7.2.a</b> Explain how knowledge and the analysis of the structure, context, technological aspects, and purpose of the music informs the response.</p>	<p><b>HSa.MUt.Re.7.2.a</b> Demonstrate and justify how knowledge and the analysis of the structure, context, technological decisions, and purpose of the music informs the response.</p>
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>		
<p><i>Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</i></p>		
<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>HSp.MUt.Re.8.1.a</b> Explain and support the interpretation of a musical work based on digital and electronic tools using technological devices.</p>	<p><b>HSa.MUt.Re.8.1.a</b> Explain, cite research, and use multiple sources to support the interpretation of a musical work based on digital and electronic tools using technological devices.</p>
<p>Anchor Standard 9: Apply criteria to evaluate artistic works.</p>		
<p><i>Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</i></p>		
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Apply criteria to evaluate artistic works.</p>	<p><b>HSp.MUt.Re.9.1.a</b> Evaluate music and apply criteria based on analysis, interpretation, artistic intent, digital/electronic/analog features, and musical qualities.</p>	<p><b>HSa.MUt.Re.9.1.a</b> Develop and justify the evaluation of music based on teacher-provided or personally-developed criteria, digital/electronic/analog features, and musical qualities.</p>
<p><b>Artistic Process: Connecting</b></p>		
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make artistic works.</p>		
<p><i>Connect: Synthesize and relate knowledge and personal experiences to make music.</i></p>		
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make artistic works.</p>	<p><b>HSp.MUt.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p><b>HSa.MUt.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p>Anchor Standard 11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>		
<p><i>Connect: Relate musical ideas and works with varied context to deepen understanding.</i></p>		

<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.</p>	<p><b>HSp.MUt.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>	<p><b>HSa.MUt.Cn.11.1.a</b></p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life.</p>
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<b>Theatre</b>		
	Proficient	Advanced
<b>Artistic Process: Creating</b>		
<p><b>Anchor Standard 1: K-12.Cr.1</b></p> <p>Generate and conceptualize artistic ideas and work.</p>	<p><b>HSp.TH.Cr.1.1</b> Apply basic dramaturgy (e.g., historical, social, and cultural research) to develop ideas about the visual composition of a dramatic and/or theatrical work.</p>	<p><b>HSa.TH.Cr.1.1</b> Investigate and synthesize knowledge from basic dramaturgy and technologies to create the visual composition of a dramatic and/or theatrical work.</p>
	<p><b>HSp.TH.Cr.1.2</b> Explore and understand the impact of technology on design choices in a dramatic and/or theatrical work.</p>	<p><b>HSa.TH.Cr.1.2</b> 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).</p>
<p><b>Anchor Standard 2: K-12.Cr.2</b></p> <p>Organize and develop artistic ideas and work.</p>	<p><b>HSp.TH.Cr.2.1</b> Explore and refine a dramatic concept from original ideas through basic dramaturgy (historical, social, cultural research).</p>	<p><b>HSa.TH.Cr.2.1</b> 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.</p>
	<p><b>HSp.TH.Cr.2.2</b> Investigate the collaborative nature of a creative team (actor, director, playwright, designers) exploring their interdependent roles in a dramatic and/or theatrical work.</p>	<p><b>HSa.TH.Cr.2.2</b> Cooperate and collaborate as a creative team to discover solutions and make choices in a devised or scripted dramatic and/or theatrical work.</p>

<p><b>Anchor Standard 3: K-12.Cr.3</b></p> <p>Refine and complete artistic work.</p>	<p><b>HSp.TH.Cr.3.1</b> Using the rehearsal process and theatrical staging conventions analyze the dramatic concept and technical elements of an improvised or scripted dramatic and/or theatrical work.</p>	<p><b>HSa.TH.Cr.3.1</b> Refine and re-imagine style, genre, form and staging conventions to transform an improvised or scripted dramatic and/or theatrical work through the rehearsal process.</p>
	<p><b>HSp.TH.Cr.3.2</b> 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.</p>	<p><b>HSa.TH.Cr.3.2</b> Synthesize ideas from thorough dramaturgy, script analysis and context to create a performance that is believable, authentic and relevant dramatic and/or theatrical work.</p>
	<p><b>HSp.TH.Cr.3.3</b> 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.</p>	<p><b>HSa.TH.Cr.3.3</b> 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.</p>
<p><b>Artistic Process: Performing</b></p>		
<p><b>Anchor Standard 4: K-12.Pr.4</b></p> <p>Analyze and evaluate artistic work for presentation.</p>	<p><b>HSp.TH.Pr.4.1</b> Examine how the relationships of the characters help tell the story of a dramatic and/or theatrical work.</p>	<p><b>HSa.TH.Pr.4.1</b> Discover how unique choices shape believable and sustainable dramatic and/or theatrical work by applying research from a director's point of view.</p>
	<p><b>HSp.TH.Pr.4.2</b> Develop character choices by examining the given circumstances in a dramatic and/or theatrical work.</p>	<p><b>HSa.TH.Pr.4.2</b> Utilize research from the script and the director's concepts of various acting techniques to approach characters choices that are believable, authentic and relevant in a dramatic and/or theatrical work.</p>
<p><b>Anchor Standard 5: K-12.Pr.5</b></p> <p>Develop and refine artistic techniques and art works for presentation.</p>	<p><b>HSa.TH.Pr.5.1</b> Rehearse and refine a range of acting techniques and skills to create a believable and sustainable experience in rehearsal or performance.</p>	<p><b>HSa.TH.Pr.5.1</b> Employ and justify a collection of acting techniques from reliable resources to prepare and sustain a believable, authentic,</p>

		and relevant performance.
	<b>HSa.TH.Pr.5.2</b> Apply researched technical elements to increase the impact of a design for a production.	<b>HSa.TH.Pr.5.2</b> Explain and justify the selection of technical elements used to create and build a design that communicates the concept of the production.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>HSp.TH.Pr.6.1</b> Using creative processes rehearse and perform a scripted work for a specific audience.	<b>HSa.TH.Pr.6.1</b> 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.
<b>Artistic Process: Responding</b>		
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>HSp.TH.Re.7.1</b> Consider the cathartic responses (e.g. seen, felt, heard and understood) to a dramatic and/or theatrical work to develop criteria for artistic choices.	<b>HSa.TH.Re.7.1</b> Demonstrate an understanding of multiple cathartic responses and interpretations by using dramaturgy to justify and influence future artistic choices.
<b>Anchor Standard 8: K-12.Re.8</b> Interpret intent and meaning in artistic work.	<b>HSp.TH.Re.8.1</b> Analyze artistic choices developed from personal experiences and create criteria to support it.	<b>HSa.TH.Re.8.1</b> Analyze artistic choices developed from personal experiences and create criteria to revise personal work and interpret the work of others when participating in a dramatic work.
	<b>HSp.TH.Re.8.2</b> Identify and compare personal experiences with cultural perspectives in understanding a dramatic work.	<b>HSa.TH.Re.8.2</b> Identify and compare personal experiences with cultural perspective in understanding a dramatic work.
	<b>HSp.TH.Re.8.3</b> Compare personal and multiple aesthetics, preferences and beliefs through participation and observation of a dramatic work.	<b>HSa.TH.Re.8.3</b> Explain how aesthetics, preferences and beliefs are used to create a context for critical research that informs artistic decisions in a dramatic work.

<p><b>Anchor Standard 9: K-12.Cn.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>HSp.TH.Cn.9.1</b> Make connections of a dramatic work to other art forms, history and culture.</p>	<p><b>HSa.TH.Cn.9.1</b> Make connections of a dramatic work to other art forms, history and culture to support and evaluate the artistic choices.</p>
	<p><b>HSp.TH.Cn.9.2</b> Consider personal aesthetics and knowledge of technical elements to create meaning of the theatrical work with respect to other interpretations.</p>	<p><b>HSa.TH.Cn.9.2</b> Interpret and evaluate multiple aesthetic perspectives of the technical elements for the same or similar dramatic works.</p>
	<p><b>HSp.TH.Cn.9.3</b> Develop a deeper understanding and appreciation of theatre by examining how dramatic work communicates to an audience for a specific purpose.</p>	<p><b>HSa.TH.Cn.9.3</b> Recognize and examine a deeper understanding and appreciation of theatre by examining how dramatic work communicates to an audience for a specific purpose.</p>
<p><b>Artistic Process: Connecting</b></p>		
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>HSp.TH.Cn.10.1</b> Choose and interpret a dramatic work to reflect or question cultural perspective, community ideas or personal beliefs.</p>	<p><b>HSa.TH.Cn.10.1</b> Using personal community and cultural perspective collaborate on a theatrical work that examines a critical issue.</p>
<p><b>Anchor Standard 11.1: K-12.Cn.11.1</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>HSa.TH.Cn.11.1.1</b> Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural dramatic work.</p>	<p><b>HSa.TH.Cn.11.1.1</b> Create an original work that provides a new perspective on cultural, global and historic belief systems.</p>
<p><b>Anchor Standard 11.2: K-12.Cn.11.2</b></p> <p>Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding</p>	<p><b>HSp.TH.Cn.11.2.1</b> Consider how other artists apply creative processes to formulate original choices in the development of a devised or scripted theatrical work.</p>	<p><b>HSa.TH.Cn.11.2.1</b> Using the social and cultural background of a dramatic work explore how personal beliefs and bias can affect the interpretation of a dramatic work.</p>
	<p><b>HSp.TH.Cn.11.2.2</b> Using theatre research methods critically interpret the creative choices made in a devised or scripted drama.</p>	<p><b>HSa.TH.Cn.11.2.2</b> Present and support an opinion about the social, cultural, and historical understandings of a dramatic work based on critical research.</p>



<b>Visual Arts</b>		
	Proficient	Advanced
<b>Artistic Process: Creating</b>		
<b>Anchor Standard 1: K-12.Cr.1</b> Generate and conceptualize artistic ideas and work.	<b>HSp.VA.Cr.1.1</b> Use multiple approaches to begin creative endeavors and identify new creative problems based on students existing artwork.	<b>HSa.VA.Cr.1.1</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can identify, demonstrate or affect social change.
	<b>HSp.VA.Cr.1.2</b> Use artistic investigation to choose from a range of materials and methods to plan works of art and design.	<b>HSa.VA.Cr.1.2</b> 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.
<b>Anchor Standard 2: K-12.Cr.2</b> Organize and develop artistic ideas and work.	<b>HSp.VA.Cr.2.1</b> Engage in making a work of art or design without having a preconceived plan.	<b>HSa.VA.Cr.2.1</b> 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.
	<b>HSp.VA.Cr.2.2</b> Explain how materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	<b>HSa.VA.Cr.2.2</b> Demonstrate responsible choices in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
	<b>HSp.VA.Cr.2.3</b> Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	<b>HSa.VA.Cr.2.3</b> Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
<b>Anchor Standard 3: K-12.Cr.3</b> Refine and complete artistic work.	<b>HSp.VA.Cr.3.1</b> Apply relevant criteria (such as the elements or principles) to examine, reflect on, and plan revisions for works of art and design in progress.	<b>HSa.VA.Cr.3.1</b> Reflect on and explain important information about personal artwork in an artist statement or another format.

	<b>HSp.VA.Cr.3.2</b> Engage in self-evaluation, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	<b>HSa.VA.Cr.3.2</b> 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.
<b>Artistic Process: Presenting</b>		
<b>Anchor Standard 4: K-12.Pr.4</b> Analyze and evaluate artistic work for presentation.	<b>HSp.VA.Pr.4.1</b> Analyze, select, and curate artifacts and or artworks for presentation.	<b>HSa.VA.Pr.4.1</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting works of art for a specific exhibit, event, or portfolio.
<b>Anchor Standard 5: K-12.Pr.5</b> Develop and refine artistic techniques and art works for presentation.	<b>HSp.VA.Pr.5.1</b> Analyze and evaluate the reasons and ways an exhibition was presented.	<b>HSa.VA.Pr.5.1</b> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
<b>Anchor Standard 6: K-12.Pr.6</b> Interpret meaning from the presentation of artistic work.	<b>HSp.VA.Pr.6.1</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	<b>HSa.VA.Pr.6.1</b> Make, explain, and justify connections between artists or artworks and social, cultural, or political history.
<b>Artistic Process: Responding</b>		
<b>Anchor Standard 7: K-12.Re.7</b> Perceive and analyze artistic work.	<b>HSp.VA.Re.7.1</b> Hypothesize ways in which art influences perception and understanding of human experiences.	<b>HSa.VA.Re.7.1</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life.
	<b>HSp.VA.Re.7.2</b> 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).	<b>HSa.VA.Re.7.2</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.

<p><b>Anchor Standard 8: K-12.Re.8</b></p> <p>Interpret intent and meaning in artistic work.</p>	<p><b>HSp.VA.Re.8.1</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p><b>HSa.VA.Re.8.1</b> Analyze different interpretations of an artwork or collection of works in order to select and defend your analysis.</p>
<p><b>Anchor Standard 9: K-12.Re.9</b></p> <p>Evaluate artistic work based on critical and sensitive response to various visual art experiences.</p>	<p><b>HSp.VA.Re.9.1</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p><b>HSa.VA.Re.9.1</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>
<p><b>Artistic Process: Connecting</b></p>		
<p><b>Anchor Standard 10: K-12.Cn.10</b></p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>HSp.VA.Cn.10.1</b> 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.</p>	<p><b>HSa.VA.Cn.10.1</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>
<p><b>Anchor Standard 11: K-12.Cn.11</b></p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><b>HSp.VA.Cn.11.1</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p><b>HSa.VA.Cn.11.1</b> Assess the impact of an artist or a group of artists on society's beliefs, behaviors, and values.</p>