

Grades 9, 10, 11, 12

Adopted 2007

Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students apply accumulated knowledge of dance composition, dynamics, and terminology to describe and perform dances with greater complexity and variation

A2 Space

Students apply space concepts in an original repeatable, choreographed piece.

A3 Time

Students identify and move to rhythms of various genres.

A4 Energy

Students incorporate energy qualities into a choreographed piece as a solo, small group, or ensemble.

A5 Locomotor and Non-Locomotor Movement

Students integrate and demonstrate the technical skills of skeletal alignment, body-part isolation, strength, flexibility, agility, and coordination.

A6 Compositional Forms

Students replicate dance composition forms and themes, including narrative, canon, call and response, ab, aba, rondo, retrograde, palindrome, and theme and variation.

Disciplinary Literacy - Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Music Difficulty

Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others.

A2 Notation and Terminology

Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.

A3 Listening and Describing

Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.

Disciplinary Literacy - Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify and define the parts of the stage, and identify and describe the crisis, resolution, and theme of the play.

A2 Production

Students fulfill at least one technical role from pre-show through strike.

- a. Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces.
 - b. Direct or stage-manage a scene or full production.
 - c. Develop specific light and sound cues and use them in scene development.
 - d. Participate in the audition process.
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Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Students research and explain how art and artists reflect and influence culture and periods of time.

A2 Elements of Art and Principles of Design

Students evaluate all the features of composition.

- a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value.
 - b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
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A3 Media, Tools, Techniques, and Processes

Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

Creation, Performance, and Expression - Dance: Students create, perform, and express ideas through the art discipline.

B1 Communication

Students create an original piece of choreography using the elements of dance.

- a. Improvise new movements.
 - b. Manipulate learned movements.
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B2 Sequencing

Students create both solo and ensemble dance works accurately producing an original or pre-existing complex movement sequence with rhythmic acuity.

B3 Solving Challenges

Students solve increasingly complex movement challenges involving several dance concepts with one or more partners.

B4 Technical Aspects

Students include and explain costume, light, and sound changes in a piece of choreography.

Creation, Performance, and Expression - Music: Students create, perform, and express through the art discipline.

B1 Style/Genre

Students perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.

B2 Composition

Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.

Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.

B1 Movement

Students refine gesture and stage business in the portrayal of a role.

B2 Character

Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and physicality to communicate ideas, moods, intentions, and/or feelings.

B3 Improvisation

Students improvise through theatre games or productions to address unforeseen circumstances.

Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.

B2 Composition Skills

Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.

B3 Making Meaning

Students create a body of original art work.

- a. Demonstrate sophisticated use of media, tools, techniques, and processes.
 - b. Demonstrate knowledge of visual art concepts.
 - c. Communicate a variety of ideas, feelings, and meanings.
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B4 Exhibition

Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.

Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.

Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Students analyze and evaluate art forms.

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
 - b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.
 - c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
 - d. Research and explain how art and artists reflect and shape their time and culture.
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Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines

Students analyze skills and concepts that are similar across disciplines.

E3 Goal-Setting

Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.

E5 Interpersonal Skills

Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior