



The Arts Standards

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Standard 1

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

The Arts

Creating, Performing, and Participating in The Arts

Key idea--Students:



Perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.



Compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.



Create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.



Make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.



Creating, Performing, and Participating in The Arts

Standard 1

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop) • demonstrate ways of moving in relation to people, objects, and environments in set dance forms • create and perform simple dances based on their own movement ideas 	<ul style="list-style-type: none"> • know and demonstrate a range of movement elements and skills (such as balance, alignment, elevation, and landing) and basic dance steps, positions, and patterns • dance a range of forms from free improvisation to structured choreography • create or improvise dance phrases, studies, and dances, alone and/or in collaboration with others, in a variety of contexts • demonstrate the ability to take various roles in group productions and performances 	<ul style="list-style-type: none"> • perform movements and dances that require demonstration of complex steps and patterns as well as an understanding of contextual meanings • create dance studies and full choreographies based on identified and selected dance movement vocabulary • apply a variety of choreographic processes and structures as appropriate to plan a duet or ensemble performance

Commencement Major Sequence

- use a variety of sources to find dance ideas
- select dance structures for use in choreographic projects
- perform dances requiring use of more sophisticated performance elements such as dynamics, phrasing, musicality, expression
- use a variety of choreographic approaches with any number of dancers, props, and performance spaces
- demonstrate ability to work effectively as dancer, choreographer, director, costumer, lighting designer, manager



Creating, Performing, and Participating in The Arts

Standard 1

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: **Students will** compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources • sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts • read simple standard notation in performance, and follow vocal or keyboard scores in listening • in performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor • identify and use, in individual and group experiences, some of the roles, processes, and 	<ul style="list-style-type: none"> • compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbral, and dynamic elements • sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration, and loudness • improvise short musical compositions that exhibit cohesiveness and musical expression • in performing ensembles, read moderately easy/ moderately difficult music (New York State School Music Association [NYSSMA] level III-IV) and respond appropriately to the gestures of the conductor • identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own 	<ul style="list-style-type: none"> • compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments. (Pieces may combine music with other art forms such as dance, theatre, visual arts, or film/video.) • sing and/or play recreational instruments accurately, expressively, and with good tone quality, pitch, duration, loudness, technique, and (singing) diction • use common symbols (notation) to perform music on recreational instruments • identify and describe the roles, processes, and actions needed to produce professional concerts and musical theatre productions • explain the commercial-music roles of producer, recordist, public relations director, recording company executive, contractor, musicians, union

actions used in performing and and others, and discuss ways officials, performers, etc. composing music of their own to improve them and others

Commencement Major Sequence

- compose a collection of works for wind, string, percussion, vocal, keyboard, or electronic media that demonstrates an understanding and application of the musical elements and music-related technology
- monitor and adjust their performance and compositional techniques, identifying strengths and areas for improvements
- improvise and arrange extended musical compositions that exhibit cohesiveness and musical expression
- in choral and instrumental ensembles, read difficult/very difficult music (New York State School Music Association [NYSSMA] level V-VI); exhibit independent control over tone quality, intonation, rhythm, dynamics, balance, blend, expression, and articulation; and respond appropriately to the gestures of the conductor
- adopt at least two of the roles they identify as needed (composer, arranger, copyist, conductor, performer, announcer, instrument maker or provider, program annotator, recordist) to produce the performance of a musical composition in the classroom
- in performing groups, produce musical performances by peer-led small ensembles and sections of larger ensembles



Creating, Performing, and Participating in The Arts

Standard 1

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • use creative drama to communicate ideas and feelings • imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling, and role playing • use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings • use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants • identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama 	<ul style="list-style-type: none"> • use improvisation and guided play writing to communicate ideas and feelings • imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role playing, improvisation and guided play writing • use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance • create props, scenery, and costumes through individual and group effort • identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/ community, and discuss ways to improve them 	<ul style="list-style-type: none"> • write monologues and scenes to communicate ideas and feelings • enact experiences through pantomime, improvisation, play writing, and script analysis • use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings • design and build props, sets, and costumes to communicate the intent of the production • make acting, directing, and design choices that support and enhance the intent of the class, school, and/or community productions

Commencement Major Sequence

- write plays to communicate their ideas and feelings
- collaborate in the development of original works which reflect life experiences
- use vocal, movement, and body techniques to create complex characters in monologues, oral interpretation, and scene study
- create props, scenery, and costumes for different styles of plays
- carry out acting, directing, and design choices which support and enhance the intent of a production



Creating, Performing, and Participating in The Arts

Standard 1

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences • develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events • understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas • reveal through their own art work understanding of how art mediums and techniques influence their creative decisions • identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works 	<ul style="list-style-type: none"> • produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences • know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art • use the elements and principles of art to communicate specific meanings to others in their art work • during the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings • identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them 	<ul style="list-style-type: none"> • create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints • create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images • demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition • reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly

Commencement Major Sequence

- produce comprehensive and well organized commencement portfolios of their work
- reveal through their work a broad investigation of a variety of individual ideas and at least one theme explored imaginatively and in depth
- give evidence that they have developed an emerging personal style
- use selected mediums and techniques and select the most appropriate mediums and techniques to communicate their ideas

Standard 2

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

The Arts

Knowing and Using Arts Materials and Resources

Key Idea--Students:



Know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.



Use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.



Know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.



Know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.



Knowing and Using Arts Materials and Resources

Standard 2

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • demonstrate knowledge of dance resources in video, photography, print, and live performance • understand the concept of live performance and appropriate conduct • demonstrate a knowledge of dance-related careers (e.g., dancer, choreographer, composer, lighting designer, historian, teacher) 	<ul style="list-style-type: none"> • demonstrate knowledge of sources for understanding dance technologies: live, print, video, computer, etc. • demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or have choreographed • demonstrate knowledge of audience/performer responsibilities and relationships in dance • demonstrate knowledge of differences in performance venue and the events presented in each 	<ul style="list-style-type: none"> • use dance technologies without significant supervision • are familiar with techniques of research about dance • know about regional performance venues which present dance and how to purchase tickets and access information about events • know about educational requirements of dance-related careers • identify major muscles and bones and how they function in dance movement

Commencement Major Sequence

- use technologies to research, create, perform, or communicate about dance
- understand the roles of dancers, audience, and creators in a variety of dance forms and contexts
- participate in, or observe, dance events outside of school
- know about educational requirements of dance-related careers and how to prepare for possible entrance into those fields
- know about good nutrition, injury prevention, and how to care for the body



Knowing and Using Arts Materials and Resources

Standard 2

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • use classroom and nontraditional instruments in performing and creating music • construct instruments out of material not commonly used for musical instruments • use current technology to manipulate sound • identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used • demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school • discuss ways that music is used by various members of the community 	<ul style="list-style-type: none"> • use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces • use school and community resources to develop information on music and musicians • use current technology to create, produce and record/playback music • identify a community-based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role • demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures • investigate some career 	<ul style="list-style-type: none"> • use traditional, electronic, and nontraditional media for composing, arranging, and performing music • describe and compare the various services provided by community organizations that promote music performance and listening • use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians • identify and discuss the contributions of local experts in various aspects of music performance, production, and scholarship • participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles

options related to their musical interests

- understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events

Commencement Major Sequence

- develop a classified and annotated directory of nearby music-related establishments such as instrument and music retailers, instrument makers and repair persons, recording studios, union representatives, etc.
- identify ways that they have contributed to the support of the musical groups of which they are members
- explain opportunities available to them for further musical growth and professional development in higher education and community institutions



Knowing and Using Arts Materials and Resources

Standard 2

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

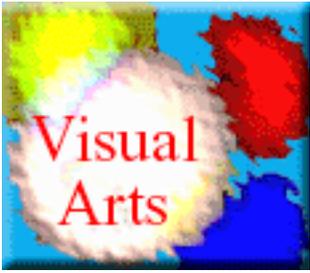
Key Idea: Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • visit theatres, theatre-related facilities, and/or touring companies to observe aspects of theatrical production • use the library/media center of their school or community to find story dramatization material or other theatre-related materials and to view videotapes of performances • attend theatrical performances in their school and demonstrate appropriate audience behavior • speak with theatre professionals about how they prepare for and perform their jobs 	<ul style="list-style-type: none"> • visit theatre technology facilities, including the local high school facility, and interact with professionals and theatre students to learn about theatre technology (e.g., lighting, staging, sound, etc.) • use the school or community library/media centers and other resources to develop information on various theatre-related topics • know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior • discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations 	<ul style="list-style-type: none"> • use theatre technology skills and facilities in creating a theatrical experience • use school and community resources, including library/media centers, museums and theatre professionals, as part of the artistic process leading to production • visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group • understand a broad range of vocations/avocations in performing, producing, and promoting theatre

Commencement Major Sequence

- identify current technologies, published scripted material, and print and electronic resources available for theatrical productions
- identify college and/or community opportunities in theatre after graduation and the requirements for application or participation
- cooperate in an ensemble as performers, designers, technicians, and managers to create a theatrical production
- design an individualized study program (i.e., internship, mentorship, research project) in a chosen theatre, film, or video vocation/avocation and share the information with the class



Knowing and Using Arts Materials and Resources

Standard 2

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Key Idea: Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent • develop skills with electronic media as a means of expressing visual ideas • know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art • give examples of adults who make their living in the arts professions 	<ul style="list-style-type: none"> • develop skills with a variety of art materials and competence in at least one medium • use the computer and other electronic media as designing tools and to communicate visual ideas • take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art • understand the variety of careers related to the visual arts and the skills necessary to pursue some of them 	<ul style="list-style-type: none"> • select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums • use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation • interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions • understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art

Commencement Major Sequence

- develop Commencement Portfolios that show proficiency in one or more mediums and skill in using and manipulating the computer and other electronic media
- prepare a portfolio that meets the admission requirements of selected institutions
- understand the preparation required for particular art professions and acquire some skills of those professions through internships with local galleries, museums, advertising agencies, architectural firms, and other institutions

Standard 3

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

The Arts

Responding To and Analyzing Works of Art

Key Idea--Students:



Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.



Demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.



Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.



Reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.



Responding To and Analyzing Works of Art

Standard 3

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Key Idea: Students will e express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

Performance Indicators--Students will:

Elementary

- demonstrate knowledge of words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement
- express to others their understanding of specific dance performances, using appropriate language to describe what they have seen and heard

Intermediate

- demonstrate knowledge of the technical language used in discussing dance performances
- demonstrate knowledge of choreographic principles and processes
- express to others their understanding of specific dance performances, including perceptions, descriptions, analyses, interpretations, and evaluations

Commencement

- make comparisons of the nature and principles of dance to other arts
- analyze and describe similarities and differences in different dance forms and styles
- describe and compare a variety of choreographic approaches used in the creation of dances

Commencement Major Sequence

- express to others theories about the nature of dance and the underlying assumptions that people have about dance
- describe and analyze similarities and differences between individual performances, and between forms and styles of dance, past and present
- describe and defend an explanation of why people dance, based on experience in dance, witnessing others, and studying contexts



Responding To and Analyzing Works of Art

Standard 3

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Key Idea: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others' • describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. • discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre • describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.) • describe their understandings of particular pieces of music and how they relate to their surroundings 	<ul style="list-style-type: none"> • through listening, analyze and evaluate their own and others' performances, improvisations, and compositions by identifying and comparing them with similar works and events • use appropriate terms to reflect a working knowledge of the musical elements • demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance • use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events) • use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived • use terminology from music and other arts to analyze and compare the structures of 	<ul style="list-style-type: none"> • through listening, analyze and evaluate their own and others' performances improvisations, and compositions and suggest improvements • read and write critiques of music that display a broad knowledge of musical elements, genres, and styles • use anatomical and other scientific terms to explain the musical effectiveness of various sound sources– traditional, nontraditional, and electronic • use appropriate technical and socio-cultural terms to describe musical performances and compositions • identify and describe the contributions of both locally and internationally known exemplars of high quality in the major musical genres • explain how performers, composers, and arrangers make artistic decisions

musical and other artistic and
literary works

Commencement Major Sequence

- assess, describe, and evaluate the development of their personal contributions to their own, their school's, and their community's musical life by appropriately using musical and socio-cultural terms and concepts (contributions and skills of musicians, functions of music in society, etc.)
- demonstrate a practical knowledge of sound production and architectural acoustics to predict the general effects on sound of room shapes, building construction practices, and common absorbers



Responding To and Analyzing Works of Art

Standard 3

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

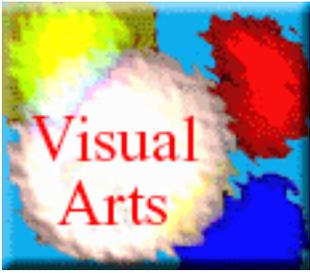
Key Idea: Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology • identify the use of other art forms in theatre productions • explain the relationship of theatre to film and video 	<ul style="list-style-type: none"> • use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances • examine and discuss the use of other art forms in a theatre production • explain how drama/theatre experiences relate to other literary and artistic events 	<ul style="list-style-type: none"> • articulate an understanding, interpretation, and evaluation of a theatre piece as drama and as a realized production, using appropriate critical vocabulary • evaluate the use of other art forms in a theatre production • explain how a theatrical production exemplifies major themes and ideas from other disciplines

Commencement Major Sequence

- develop a critical vocabulary through the reading and discussion of professional criticism
- explain the meaning and societal function of different types of productions
- design a plan for improving performances, using past and present critiques
- explore various other art forms and technologies, using them in theatre projects
- explain how theatre can enhance other subjects in the curriculum
- compare and contrast theatre, film, and video



Responding To and Analyzing Works of Art

Standard 3

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Key Idea: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses • explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works • explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) • explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.) 	<ul style="list-style-type: none"> • discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language • identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms • compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms • compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline 	<ul style="list-style-type: none"> • use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others) • explain the visual and other sensory qualities in art and nature and their relation to the social environment • analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art • develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life

Commencement Major Sequence

- using the language of art criticism, describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another, to describe the impact of the work on the viewer
- demonstrate an understanding of art criticism, art histories, and aesthetic principles and show their connections to works of art
- give evidence in their Commencement Portfolios that they have researched a theme in-depth and that in their research they have explored the ways the theme has been expressed in other disciplinary forms

Standard 4

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

The Arts

Understanding The Cultural Dimensions and Contributions of The Arts

Key Idea--Students:



Know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.



Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.



Gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.



Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.



Understanding The Cultural Dimensions and Contributions of The Arts

Standard 4

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea: Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

Performance Indicators--Students will:

Elementary

- identify basic dance movements that are typical of the major world cultures
- explain the settings and circumstances in which dance is found in their lives and those of others, both past and present

Intermediate

- identify the major dance forms of specific world cultures past and present
- identify some of the major dance artists from diverse cultures
- show how specific dance forms are related to the culture from which they come

Commencement

- explain the interaction of performer and audience in dance as a shared cultural event
- identify the cultural elements in a variety of dances drawn from the folk and classical repertoires
- recognize specific contributions of dance and dancers to their own lives and to people in other times and places

Commencement Major Sequence

- demonstrate an understanding of dance as a shared cultural event when giving presentations (dance, lecture, video, written report)
- demonstrate a knowledge of cultural elements in dance presentations of folk and classical repertoires
- prepare formal presentations that use materials about dance and dancers of other times and places



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Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Performance Indicators--Students will:

Elementary	Intermediate	Commencement
<ul style="list-style-type: none"> • identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world • identify the titles and composers of well-known examples of classical concert music and blues/jazz selections • identify the primary cultural, geographical, and historical settings for the music they listen to and perform 	<ul style="list-style-type: none"> • identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world • identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections • discuss the current and past cultural, social, and political uses for the music they listen to and perform • in performing ensembles, read and perform repertoire in a culturally authentic manner 	<ul style="list-style-type: none"> • identify from performances or recordings the cultural contexts of a further varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world • identify from performances or recordings the titles and composers and discuss the cultural contexts of well-known examples of classical concert music and blues/jazz selections • relate well-known musical examples from the 17th century onward with the dominant social and historical events

Commencement Major Sequence

- analyze music from various cultures on the basis of its functions, giving examples and describing uses to which music is put in those cultures
- in performing ensembles, read and perform repertoire in a culturally authentic manner and use culture-based criteria for assessing performances, their own and others'



Understanding The Cultural Dimensions and Contributions of The Arts

Standard 4

Students will develop an understanding of the personal and present cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea: Students will Gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and

Performance Indicators--Students will:

Elementary

- dramatize stories and folk tales from various cultures
- engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups
- discuss how classroom theatre activities relate to their lives

Intermediate

- improvise scenes based on information about various cultures
- create intercultural celebrations using props, settings, and costumes
- explain how drama/theatre experiences relate to themselves and others

Commencement

- read and view a variety of plays from different cultures
- using the basic elements of theatre (e.g., speech, gesture, costume, etc.), explain how different theatrical productions represent the cultures from which they come
- articulate the societal beliefs, issues and events of specific theatrical productions

Commencement Major Sequence

- conduct an in-depth investigation of the works of a given culture or playwright
- create a multicultural theatre festival of excerpts from plays representing various cultures



Understanding The Cultural Dimensions and Contributions of The Arts

Standard 4

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Performance Indicators--Students will:

Elementary

- look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures
- look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics
- create art works that show the influence of a particular culture

Intermediate

- demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures
- demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States
- create art works that reflect a particular historical period of a culture

Commencement

- analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey
- examine works of art and artifacts from United States cultures and place them within a cultural and historical context
- create art works that reflect a variety of cultural influences

Commencement Major Sequence

- present a body of work within their portfolio that reflects the influences of variety of cultural styles
- interpret the meaning of works and artifacts in terms of the cultures that produced them
- explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture

STANDARD 1

Creating, Performing and Participating in The Arts

The Arts



Students will: actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

ALTERNATE ASSESSMENT

MOVEMENT

Key Idea: Students will explore and perform dance forms in formal and informal contexts and will improvise, create and perform dances based on their own movement ideas.

Performance Indicators--Students:

- identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop, walk in a straight line)
- participate in movement activities
- create and perform simple dances based on their own movement ideas
- interpret words into a dance
- perform individually or in a group

THEATRE

Key Idea: Students will create and perform theatre pieces as well as improvisational drama. They will use the basic elements of theatre in their characterizations and improvisations. Students will engage in individual and group theatrical and theatre-related tasks.

Performance Indicators--Students:

- use creative drama to communicate ideas and feelings
- imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling and role playing
- use language, voice, gesture, movement and observation to express their experiences and communicate ideas and feelings
- use basic props, simple set pieces and costume pieces to establish place, time and character for the participants
- use in individual and group experiences some of the roles, processes and actions for performing and creating theatre pieces and improvisational drama

MUSIC

Key Idea: Students will explore and perform music in formal and informal contexts and will improvise, create and perform music based on their own ideas.

Performance Indicators--Students:

- explore what musical elements are
- create short musical pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g., keyboard) and nontraditional sound sources (e.g., water-filled glasses)
- sing songs and play instruments maintaining pitch, rhythm, tone and tempo
- sing or play simple repeated rhythm patterns with familiar songs and rounds

VISUAL ARTS

Key Idea: Students will make works of art that explore different kinds of subject matter, topics, themes and metaphors. Students will understand and use sensory elements, organizational principles and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums and techniques, and use appropriate technologies for creating and exhibiting visual arts works.

Performance Indicators--Students:

- explore selected works of art in order to discover that these works were made by artists and to discover how they were made (the exploration may be both visual and tactile)
 - demonstrate the basic skills in cutting, pasting, using clay and using a paint brush
 - create works of art based on their personal experiences as well as their imagination
 - explore themes derived from their own personal experiences (such as stories, pets, trips) and make art that tells something about that experience.
 - explore selected symbols that are used in art, (such as the symbol for the sun or a tree) and discuss how the shape of the symbol may be different from one work to another but yet the symbol is still able to be identified or named.
 - learn to name visual elements (such as shapes, textures and colors) through multisensory experiences
 - make works of art which incorporate selected visual elements.
 - are guided to reflect upon what their art work looks like, how they used the medium (such as paint or crayon)
 - work on a class work of art such as a mural or class book
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STANDARD 2

Knowing and Using Arts Materials and Resources

The Arts



Students will: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

ALTERNATE ASSESSMENT

MOVEMENT

Key Idea: Students, with assistance from staff, will access dance and dance-related material from libraries, resource centers, museums, studios and performance spaces. Students will be informed of various careers in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

Performance Indicators--Students:

- will use dance resources in video, photography, print and live performance
- understand the concept of live performance and appropriate conduct
- learn about dance-related careers (e.g., dancer, choreographer, composer, lighting designer, historian, teacher)

THEATRE

Key Idea: Students will learn about the basic tools, media and techniques involved in theatrical production. Students will learn about school, community and professional resources for theatre experiences. Students will learn about the job opportunities available in all aspects of theatre.

Performance Indicators--Students:

- visit theatres, theatre-related facilities, and/or touring companies to observe aspects of theatrical production
- visit the library/media center of their school or community to learn about story dramatization material or other theatre-related materials and to view videotapes of performances
- visit a community library to learn about costumes and makeup and watch a videotape performance of a Broadway play, such as Cats
- attend theatrical performances in their school and demonstrate appropriate audience behavior
- listen to theatre professionals talk about how they prepare for and perform their jobs

MUSIC

Key Idea: Students will use traditional instruments, electronic instruments and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Performance Indicators--Students:

- use classroom and nontraditional instruments in performing and creating music
- construct instruments out of material not commonly used for musical instruments
- use current technology to manipulate sound
- learn about the various settings in which they hear music and the various resources that are used to produce music
- demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school
- learn about ways that music is used by various members of the community

VISUAL ARTS

Key Idea: Students will know and use a variety of visual arts materials, techniques and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Performance Indicators--Students:

- draw images of people and things which become increasingly more specific
 - explore the characteristics of selected mediums and describe what they feel like when using them. Name those they like the best
 - make simple three dimensional works of art using additive and/or subtractive techniques
 - use a draw/paint software program to make simple graphic shapes
 - listen to and discuss the presentation of a museum person or an artist who brings original art works or artifacts to the classroom
 - look at and explore (by handling, if possible) artifacts borrowed from a museum and talk about their visual characteristics and their purpose
 - listen to and ask questions of a person from the local community who makes his/her living in the visual arts (a painter, a sculptor, a photographer)
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STANDARD 3

Responding To and Analyzing Works of Art

The Arts



Students will: Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

ALTERNATE ASSESSMENT

MOVEMENT

Key Idea: Students will express their understanding of dances they see, do and learn about. Students will acquire the basic vocabulary to talk about a variety of dance forms.

Performance Indicators--Students:

- explore words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement
- express to others their understanding of specific dance performances

MUSIC

Key Idea: Students will demonstrate the capacity to listen to and comment on music.

Performance Indicators--Students:

- through listening, tell what they liked or disliked about specific musical works and performances
- learn about the basic elements of music such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.
- learn about the basic means by which the voice and instruments can alter pitch, loudness, duration and timbre

THEATRE

Key Idea: Students will reflect on and discuss plays and theatrical performances, both live and recorded.

Performance Indicators--Students:

- discuss their understanding, interpretation, and evaluation of a theatrical performance

VISUAL ARTS

Key Idea: Students will reflect on works of art. Students will learn about the visual characteristics of the natural and man-made environment and the social, cultural, psychological and environmental dimensions of the visual arts. Students will learn about the ways in which a variety of ideas, themes and concepts are expressed through the visual arts.

Performance Indicators--Students:

- learn about the features of selected works of art, such as the subject matter and the overall feeling of the work
- identify a work of art as distinguished from other kinds of objects and discuss where

works of art can be found such as in the home, in school or in a museum

- learn about art elements (such as shape, texture, color) that are found in works of art and what they might express in a work of art
- explore a theme that is part of the students' experience that is found in a work of art.

Express that theme in another form such as movement or music or in composing a class story

STANDARD 4

Understanding The Cultural Dimensions and Contributions of The Arts

The Arts



Students will: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

ALTERNATE ASSESSMENT

MOVEMENT

Key Idea: Students will explore dances from many cultures and times. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

Performance Indicators--Students:

- explore basic dance movements that are typical of the major world cultures
- explore the settings and circumstances in which dance is found in their lives and those of others, both past and present

MUSIC

Key Idea: Students will develop a beginning performing and listening repertoire of music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States. Students will learn about the cultural features of a variety of musical compositions and performances and the functions of music within the culture.

Performance Indicators--Students:

- will listen to and perform a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the

THEATRE

Key Idea: Students will learn about past and present cultures as expressed through theatre. They will learn how theatre reflects the beliefs, issues and events of societies past and present.

Performance Indicators--Students:

- dramatize stories and folk tales from various cultures
- engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups

VISUAL ARTS

Key Idea: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural and environmental dimensions of human society.

Performance Indicators--Students:

- look at and discuss a variety of two-dimensional and three-dimensional art works from different times and different cultures

peoples of the world

- will listen to composers of well-known examples of classical concert music, folk and blues/jazz selections

and learn that art tells us something about those people

- look at art and artifacts from different cultures of the United States and discuss what they look like
 - make a work of art based on an image or a design that they see in a work of art from another period or another culture
-