

Grades 9, 10, 11, 12

Adopted 2011

Arts Education - Dance

Perform

1: Apply skills and knowledge to perform in the arts.

1. Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements. [ART.D.I.HS.1](#)
2. Identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions. [ART.D.1.HS.2](#)
3. Demonstrate rhythmic acuity. [ART.D.1.HS.3](#)
4. Demonstrate projection while performing dance skills. [ART.D.1.HS.4](#)
5. Demonstrate the ability to remember and perform extended movement sequences. [ART.D.1.HS.5](#)

Create

2: Apply skills and knowledge to create in the arts.

1. Create and perform combinations and variations in a broad dynamic range. [ART.D.II.HS.1](#)
2. Use improvisation to generate movement for choreography. [ART.D.II.HS.2](#)
3. Through brief dances, demonstrate understanding of structures or forms such as palindrome, theme and variation, rondo, round, as well as contemporary forms chosen by the student. [ART.D.II.HS.3](#)
4. Choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures. [ART.D.II.HS.4](#)
5. Create a dance that effectively communicates a contemporary social theme. [ART.D.II.HS.5](#)
6. Create a dance and revise it over time using multi-media equipment, such as slides, camera, video, and computers to articulate the reasons for artistic decisions and what was lost and gained by those decisions. [ART.D.II.HS.6](#)

Analyze

3: Analyze, describe, and evaluate works of art.

1. Reflect on and describe how movement choices communicate abstract ideas in dance. [ART.D.III.HS.1](#)
2. Create a dance and revise it over time, articulating the reasons for artistic decisions, and what was lost and gained by those decisions. [ART.D.III.HS.2](#)
3. Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others. [ART.D.III.HS.3](#)
4. Formulate and answer their own aesthetic questions; e.g., what is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance? [ART.D.III.HS.4](#)

Analyze in Context

4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Explain how personal experience influences the interpretation of a dance. [ART.D.IV.HS.1](#)
2. Perform and describe similarities and differences between two contemporary theatrical forms of dance. [ART.D.IV.HS.2](#)
3. Perform or discuss the traditions and techniques of a classical dance form. [ART.D.IV.HS.3](#)
4. Analyze the role of dance and dancers prior to the twentieth century. [ART.D.IV.HS.4](#)
5. Analyze how dance and dancers are portrayed in multimedia technology. [ART.D.IV.HS.5](#)

Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
 1. Demonstrate understanding of how personal experience influences the interpretation of a dance. [ART.D.V.HS.1](#)
 2. Effectively communicate how lifestyle choices; e.g., exercise, diet, habits, affect the dancer. [ART.D.V.HS.2](#)
 3. Create an inter-disciplinary project based on a theme identified by the student, including dance and two other disciplines, such as history, science, multi-media, etc. [ART.D.V.HS.3](#)
 4. Clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts, such as materials, elements, and ways to communicate meaning. [ART.D.V.HS.4](#)
 5. Demonstrate and discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project. [ART.D.V.HS.5](#)
 6. ART.D.V.HS.6 Demonstrate reflection upon personal progress and growth during one's own study in each of the arts disciplines. [ART.D.V.HS.6](#)
 7. Continue development of portfolio for senior exit. [ART.D.V.HS.7](#)
-

Arts Education - Music

Perform

- 1: Apply skills and knowledge to perform in the arts.
 1. Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory. [ART.M.I.HS.1](#)
 2. Sing music written in four parts, with and without accompaniment. [ART.M.1.HS.2](#)
 3. Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills. [ART.M.1.HS.3](#)
 4. Perform music using instruments (traditional and nontraditional) and electronic media. [ART.M.1.HS.4](#)
 5. Perform from an instrumental or vocal score of at least four staves. [ART.M.1.HS.5](#)
 6. Sight read accurately and expressively, music with a moderate level of difficulty. [ART.M.1.HS.6](#)

Create

2: Apply skills and knowledge to create in the arts.

1. Improvise stylistically appropriate harmonizing parts. [ART.M.II.HS.1](#)
 2. Improvise rhythmic and melodic variations given pentatonic melodies, and melodies in major and minor keys. [ART.M.II.HS.2](#)
 3. Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality. [ART.M.II.HS.3](#)
 4. Compose music in several different styles, demonstrate creativity in using the elements of music for expressive effect. [ART.M.II.HS.4](#)
 5. Arrange pieces for voices or instruments, other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music. [ART.M.II.HS.5](#)
 6. Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources. [ART.M.II.HS.6](#)
 7. Create or adapt music to integrate with other media. [ART.M.II.HS.7](#)
-

Analyze

3: All students will analyze, describe, and evaluate works of art.

1. Demonstrate extensive knowledge and use of the technical vocabulary of music. [ART.M.III.HS.1](#)
2. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. [ART.M.III.HS.2](#)
3. Identify and explain compositional devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques. [ART.M.III.HS.3](#)
4. Evaluate the use of music in mixed media environments. [ART.M.III.HS.4](#)
5. Make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria. [ART.M.III.HS.5](#)
6. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. [ART.M.III.HS.6](#)

Analyze in Context

- 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.
1. Classify by genre or style and by historical periods or culture, unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. [ART.M.IV.HS.1](#)
 2. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them. [ART.M.IV.HS.2](#)
 3. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. [ART.M.IV.HS.3](#)
 4. Analyze the impact of electronic music media in society and culture. [ART.M.IV.HS.4](#)
-

Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
1. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples. [ART.M.V.HS.1](#)
 2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. [ART.M.V.HS.2](#)
 3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. [ART.M.V.HS.3](#)
 4. Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts and disciplines outside of the arts. [ART.M.V.HS.4](#)
 5. Analyze and consider the use of music and media for the future. [ART.M.V.HS.5](#)
-

Arts Education - Theatre

Perform

- 1: Apply skills and knowledge to perform in the arts.
1. Use the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup). [ART.T.I.HS.1](#)
 2. Communicate directorial choices to a small ensemble for improvised or scripted scenes. [ART.T.I.HS.2](#)

Create

2: Apply skills and knowledge to create in the arts.

1. Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience. [ART.T.II.HS.1](#)
2. Individually and in ensemble, create and sustain characters that communicate with audiences. [ART.T.II.HS.2](#)
3. Develop designs that use visual and aural elements to convey environments that support text. [ART.T.II.HS.3](#)
4. Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup. [ART.T.II.HS.4](#)
5. Design stage management, promotional, and business plans. [ART.T.II.HS.5](#)

Analyze

3: Analyze, describe, and evaluate works of art.

1. Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media. [ART.T.III.HS.1](#)
2. Compare and demonstrate various classical and contemporary acting techniques and methods. [ART.T.III.HS.2](#)
3. Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements. [ART.T.III.HS.3](#)
4. Develop multiple interpretations and visual, aural, and multi-media production choices for scripts and production ideas and choose those that are most interesting. [ART.T.III.HS.4](#)
5. Justify selections of text, interpretation, and visual, aural, and electronic art. [ART.T.III.HS.5](#)
6. Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement. [ART.T.III.HS.6](#)
7. Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions. [ART.T.III.HS.7](#)
8. Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology. [ART.T.III.HS.8](#)
9. Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions. [ART.T.III.HS.9](#)

Analyze in Context

- 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.
 - 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. [ART.T.IV.HS.1](#)
 - 2. Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. [ART.T.IV.HS.2](#)
 - 3. Identify and compare the lives, works, and influence of representative theatrical artists in various cultures and historical periods. [ART.T.IV.HS.3](#)
 - 4. Identify cultural and historical sources of American theatre and musical theatre. [ART.T.IV.HS.4](#)
 - 5. Analyze the effect of personal cultural experiences on their dramatic work. [ART.T.IV.HS.5](#)

Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
 - 1. Describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, multimedia, and the visual arts. [ART.T.V.HS.1](#)
 - 2. Determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre. [ART.T.V.HS.2](#)
 - 3. Integrate several arts and media in informal presentations. [ART.T.V.HS.3](#)

Arts Education - Visual Arts

Perform

- 1: Apply skills and knowledge to perform in the arts.
 - 1. Apply acquired knowledge and skills to the creative problem solving process. [ART.VA.I.HS.1](#)
 - 2. Intentionally use art materials and tools when applying techniques and skills to communicate ideas. [ART.VA.I.HS.2](#)
 - 3. Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. [ART.VA.I.HS.3](#)
 - 4. Exhibit, present, and publish quality works of art. [ART.VA.I.HS.4](#)
 - 5. Responsibly and safely manage materials and tools. [ART.VA.I.HS.5](#)

Create

2: Apply skills and knowledge to create in the arts.

1. Identify, define problems, and reflect upon possible visual solutions. [ART.VA.II.HS.1](#)
2. Create artwork using materials and techniques with skill so that personal intentions are carried out. [ART.VA.II.HS.2](#)
3. Apply organizational principles and methods to create innovative works of art and design products. [ART.VA.II.HS.3](#)
4. Apply knowledge and skill to symbolize the essence of an idea. [ART.VA.II.HS.4](#)
5. Reflect, articulate, and edit the development of artwork throughout the creative process. [ART.VA.II.HS.5](#)
6. Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics. [ART.VA.II.HS.6](#)
7. Create collaboratively to resolve visual problems. [ART.VA.II.HS.7](#)
8. Explore social and global issues through the application of the creative process. [ART.VA.II.HS.8](#)

Analyze

3: Analyze, describe, and evaluate works of art.

1. Analyze and describe the formal characteristics of a work of art or design. [ART.VA.III.HS.1](#)
2. Describe how organizational principles are used to elicit emotional responses. [ART.VA.III.HS.2](#)
3. Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. [ART.VA.III.HS.3](#)
4. Evaluate the quality and effectiveness of one's artwork. [ART.VA.III.HS.4](#)
5. Recognize and understand the relationships between personal experiences and the development of artwork. [ART.VA.III.HS.5](#)

Analyze in Context

4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

1. Observe and describe artwork with respect to history and culture. [ART.VA.IV.HS.1](#)
2. Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. [ART.VA.IV.HS.2](#)
3. Analyze the correlation between art, history, and culture throughout time. [ART.VA.IV.HS.3](#)
4. Use knowledge of art and design history to inform personal artwork. [ART.VA.IV.HS.4](#)

Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
 - 1. Design creative solutions that impact everyday life. [ART.VA.V.HS.1](#)
 - 2. Explore and understand the variety of art and design careers. [ART.VA.V.HS.2](#)
 - 3. Explore and understand the application of the creative process throughout career pathways. [ART.VA.V.HS.3](#)
 - 4. Identify commonalities, differences, and connections between the art disciplines. [ART.VA.V.HS.4](#)
 - 5. Recognize the role of art across the academic curriculum. [ART.VA.V.HS.5](#)
 - 6. Understand artistic knowledge as an important tool for successful living in the 21st century. [ART.VA.V.HS.6](#)
 - 7. Analyze the impact of visual culture on society. [ART.VA.V.HS.7](#)
 - 8. Identify the role visual arts play in enhancing civic responsibility and community. [ART.VA.V.HS.8](#)