New Hampshire Arts

Grades 9, 10, 11, 12

Adopted 2001

Dance K-12

1: Identify and demonstrate movement elements and skills in performing dance.

a. refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;

b. identify and demonstrate longer and more complex movement;

c. demonstrate rhythmic acuity;

d. improve performance of movement and technical skills by using a broad dynamic range.

e. improve dance technique through self-evaluation and correction;

f. demonstrate a high level of consistency and reliability in performing technical skills.

2: Identify choreographic principles.

a. use improvisation to generate movement for choreography;

b. explore choreographic structure by creating a movement phrase that can be rearranged according to various compositional forms;

c. create a movement study focusing on dynamic change and transitions;

d. create a movement study for two or more dancers;

e. describe how a choreographer developed and organized the basic movement content in a particular dance.

f. demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;

g. create a movement study focusing on dance phrases that use complex rhythmic and musical elements.

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3: Recognize dance as a way to create and communicate meaning.

a. discuss and evaluate how movement choices communicate ideas in dance;

b. examine ways that a dance conveys various meanings from a variety of perspectives;

c. analyze and discuss a performer's ability to communicate meaning to an audience.

d. compare and contrast how meaning is communicated in two of their own choreographic works;

e. create and/or critique a dance that explores a contemporary social theme, analyzing how the work accomplishes or does not accomplish its intentions.

4: Apply and demonstrate critical and creative thinking skills in dance.

a. create a dance and revise it over time, articulating the reasons for their artistic decisions, considering what was lost and gained by those decisions;

b. establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;

c. analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation dance

d. analyze the style of a choreographer or cultural dance form; identify characteristics of the style or dance form which make it distinctive from other styles and dance forms; then create a movement study in that style.

5: Recognize and demonstrate dance in various cultures and historical periods.

a. perform or discuss the traditions and techniques of a classical dance form;

b. perform and describe similarities and differences among a broad spectrum of folk, social, and/or theatrical dances or dance forms from the 20th century;

c. perform or discuss the traditions and techniques of folk forms, such as Morris dance, Irish step dance or American Hopi Indian dance, placing each in an historical or cultural context.

d. compare the role and significance of dance and dancers in North America with other cultures, considering the historical period and social/political contexts.

6: Make connections between dance and healthful living.

a. reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;

b. communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;

c. analyze and discuss historical and cultural images of the body and compare these images to presentation of the body in contemporary media.

d. analyze challenges facing professional performers in maintaining healthy lifestyles.

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Make connections between dance and other disciplines.

a. create a project the reveals similarities between dance and other disciplines;

b. explore/discuss how other forms of communication, such as, visual art, spoken word, music or video can enhance or alter the ideas conveyed in a dance, drawing on examples from their own dances and those of others;

c. create an interdisciplinary project based on a theme identified by the student.

e. compare choreographic works to other artwork from the same culture and time period;

f. create a project using media technologies, such as video and computers, that present dance in a new or enhanced form.

8: Identify the range of careers in the field of dance.

a. describe ways in which dance influences everyday life;

b. create an extensive list of dance-related careers;

c. identify and discuss a variety of employment and financial opportunities for people who choose a career in dance;

d. discuss how skills developed in dance are applicable to a variety of life skills.

e. compose a list of questions to identify specific skills and knowledge needed to enter a particular dance-related career and seek answers from a variety of community sources.

Music K-12

1: Sing, alone and with others, a varied repertoire of music.

a. sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;

b. sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.

c. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;

d. sing music written in more than four parts;

e. sing in small ensembles with one student on each part.

2: Perform on instruments, alone and with others, a varied repertoire of music.

a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;

b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

c. perform in small ensembles with one student on a part.

d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.

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Improvise melodies, variations, and accompaniments.

a. improvise stylistically appropriate harmonization/homophonic parts;

b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;

c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

d. improvise stylistically appropriate harmonization/homophonic parts in a variety of styles;

e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

4: Compose and arrange music within specified guidelines.

a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;

b. 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;

c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

d. compose music, demonstrating imagination and technical skill in applying the principles of composition.

5: Read and notate music.

a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;

b. (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;

d. interpret nonstandard notation symbols used by twentieth-century composers;

e. (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.

6: Listen to, analyze, and describe music.

a. 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;

b. demonstrate extensive knowledge of the technical vocabulary of music;

c. identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.

d. demonstrate the ability to perceive and remember music events;

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e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;

f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

7: Evaluate music and music performances.

a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;

b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.

8: Understand relationships among music, the other arts, and disciplines outside the arts.

a. explain how elements, artistic processes and organizational principals, such as unity or variety, are used in similar and distinctive ways in the various arts ;

b. compare characteristics of the arts within a particular period, style, or culture;

c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

d. compare how creators, performers, and others involved in the production and presentation of the various arts are similar to and different from one another.

9: Understand music in relation to history and culture.

a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;

b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them;

c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

d. identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.

e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

10: Identify the range of careers in the field of music

a. recognize that some people are hired to sing or play varied styles of music in various media;

b. identify professions in which people compose and/or arrange music in diverse styles for various media;

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c. recognize that careers and work opportunities exist in the fields of music evaluation;

d. recognize that professions exist in the study of music history, such as ethnomusicology.

e. research and identify careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations.

Theatre K-12

1: Students will create theatre through improvising, writing and refining scripts.

a. construct imaginative scripts using different playwriting forms and techniques;

b. collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

c. write theatre, film, television, or electronic media scripts containing original characters with dialogue that motivates the action in both traditional and new forms.

2: Students will act by developing, improvising, communicating and sustaining characters.

a. analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;

b. compare and demonstrate classical and contemporary acting techniques and methods;

c. demonstrate artistic discipline in rehearsal and performance.

d. create and sustain characters in monologues and ensembles, using different acting styles and techniques;

e. create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

3: Students will design and produce the technical elements of theatre through artistic interpretation and execution.

a. explain the basic physical and chemical properties of technical theatre, such as light, color, textures, materials, electricity, paint, sound, and make-up;

b. analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;

c. design visual and aural elements to convey environments that clearly support the text;

d. apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and make-up;

e. design coherent stage management, promotional and business plans.

f. explain how scientific and technological advances have affected set, lighting, sound, and costume design and implementation for theatre, film, television, and electronic media productions;

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g. collaborate with directors to develop production concepts that create a unified performance experience;

h. safely construct and efficiently operate technical aspects of theatre, film, television, and electronic media productions;

i. create and implement production schedules, stage management plans, promotional ideas, and business and house procedures for dramatic productions.

4: Students will direct by planning or interpreting works of theatre by organizing and conducting rehearsals.

a. develop multiple script and design interpretations and justify those that are most appropriate;

b. communicate directorial choices for improvised or scripted scenes to an ensemble;

c use techniques of staging and blocking to achieve different effects and to convey meaning.

d. conduct auditions, cast actors, direct scenes, and organize and lead production meetings to achieve production goals.

5: Students will research, evaluate and apply cultural and historical information to make artistic choices.

a. identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.

b. research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.

6: Students will make curriculum connections among theatre, the arts, and other disciplines.

a. describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media (story telling), musical theatre, dance, music, and the visual arts;

b. determine how the other arts are modified to enhance the expression of ideas and emotions achieved in theatre;

c. illustrate the integration of varied arts media in formal and informal presentations;

d. create and solve interdisciplinary problems using theatre.

e. compare the unique interpretive and expressive natures and aesthetic qualities of traditional art forms from various cultures and historical periods with contemporary new art forms, such as performance art, videodisks, and virtual reality;

f. integrate several art forms and/or media in theatre, film, television, or electronic media productions.

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Students will analyze, critique and construct meanings from works of theatre.

a. construct social meanings from informal and formal productions, and dramatic performances from various cultures and historical periods, and relate these to current personal, national, and international issues;

b. articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing artistic intent with the final performance;

c. analyze and critique dramatic performances, considering context, and constructively suggest alternative artistic choices;

d. constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

e. develop an understanding of the dramatic/artistic intentions and actions, based on their social and personal significance, from nontraditional dramatic performances;

f. analyze, compare, and evaluate differing critiques of the same dramatic texts and performances;

g. critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism, Shakespeare, Indian classical drama, Japanese kabuki, etc.) as they may relate to time and place;

h. analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work.

8: Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures, historical periods and everyday life.

a. compare how similar themes are treated in drama from various cultures and historical periods;

b. illustrate with formal and informal performances, and discuss how theatre can reveal universal concepts;

c. identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods;

d. identify cultural and historical sources of American theatre and musical theatre;

e. analyze the effect of their own cultural experiences on their dramatic work.

f. analyze the social and aesthetic impact of theatre and film artists from underrepresented groups;

e. analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods;

f. analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods, and explain influences on contemporary theatre, film, television, and electronic media productions.

9: Understand the range of careers in the field of theatre arts and identify careers associated with this field.

a. identify locally, nationally, and internationally recognized individuals or groups in the field of theatre arts;

b. explore career opportunities in theatre and theatre-related fields.

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c. research and describe career options as they relate to performance, production, and communication;

d. identify and interview professionals in the field of theatre.

Visual Arts K-12

1: Apply appropriate media, techniques, and processes.

a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions;

b. create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes;

c. use complex art materials and tools in a safe and responsible manner.

d. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium;

e. initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation.

2: Identify and apply the elements of visual art and principles of design.

a. demonstrate a more complex understanding of the elements of art and principles of design to accomplish commercial, personal, communal or other purposes of art;

b. create works that use the elements of art and principles of design to solve specific visual arts problems;

c. compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;

d. design to generate multiple solutions to a variety of visual art problems.

e. describe the elements of art and principles of design found in origins of specific images and ideas.

3: Select and apply a range of subject matter, symbols and ideas.

a. reflect on how artworks differ visually, spatially, and functionally;

b. use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.

c. describe the origins of specific images and ideas and explain their significance;

d. evaluate the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others.

4: Analyze the visual arts in relation to history and culture.

a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art;

b. analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making;

c. identify and visit New Hampshire arts exhibitions and report their findings.

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d. understand various critical models of interpreting works from several historical periods and cultures;

e. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

5: Analyze, interpret and evaluate their own and others' artwork.

a. research and analyze historic meaning and purpose in various works of art;

b. defend personal interpretations to better understand specific works of art;

c. apply critical and aesthetic criteria in order to improve their own works of art;

d. reflect critically on various interpretations to better understand specific works of art.

e. analyze and interpret art works identifying relationships among form, context and purposes.

6: Students will make connections among the visual arts, other disciplines, and daily life.

a. compare the materials, technologies, media, and processes of the visual arts with those of other disciplines;

b. compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;

c. create and solve interdisciplinary problems through multimedia solutions, using advancements in technology and principles of design when applicable.

d. use knowledge of other subject matter to enhance their art work;

e. evaluate how other disciplines influence an individual's work, style and process.

7: Understand the range of careers in the field of visual arts and identify careers associated with this field.

a. recognize that a portfolio is a tool for professional artists and personal documentation, as well as a requirement for college admission;

b. prepare a portfolio for use in application to institutions of higher education or for the workplace;

c. prepare an exhibition, demonstrating an understanding of presentation.

d. investigate career opportunities and professional options related to one's own strengths.