South Dakota Fine Arts

Grades 9, 10, 11, 12

Adopted 2022

Dance

Creating

1. Generate and develop artistic ideas and work. K-12.DA.CR.1
    1. Explore and develop an improvisational or choreographed dance. Analyze the process and the relationship between the stimuli and the movement. HSP.DA.CR.1.1
    2. Choreograph an original dance using personal preferences and several dance genres/styles. Compare personal choices to those made by well-known choreographers. HSP.DA.CR.1.2
    1. Experiment and take risks to discover personal expression and artistic intent through dance. HSA.DA.CR.1.1
    2. Choreograph an original dance expanding personal preferences. Discover and analyze the effectiveness of artistic choices. HSA.DA.CR.1.2
2. Organize and revise artistic ideas and work. K-12.DA.CR.2
    1. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent. HSP.DA.CR.2.1
    2. Develop an artistic statement that reflects a personal aesthetic for an original dance. Select, demonstrate, and discuss movements that support the artistic statement. HSP.DA.CR.2.2
    3. Demonstrate awareness of ethical implications of making and distributing creative work. HSP.DA.CR.2.3
    1. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent. HSA.DA.CR.2.1
    2. Construct an artistic statement that communicates a personal, cultural, and artistic perspective. HSA.DA.CR.2.2
    3. Demonstrate responsible and ethical choices in the creation and circulation of creative work. HSA.DA.CR.2.3

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3. Refine and complete artistic ideas and work. K-12.DA.CR.3
    1. Clarify the artistic intent of a dance by manipulating and refining choreographic devices and dance structures based on established artistic criteria, self-reflection, and feedback from others. Analyze and evaluate impact of choices made in the revision process. HSP.DA.CR.3.1
    2. Compare different types of documentation of a section of a dance using writing, symbols, or media technologies. HSP.DA.CR.3.2
    1. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent. HSA.DA.CR.3.1
    2. Develop and document a dance by writing, a form of notation symbols, or media technologies. HSA.DA.CR.3.2

Performing, Presenting, and Producing

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4. Select, analyze, and interpret, artistic ideas and work for presentation. K-12.DA.PR.4
    1. Develop and expand partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Dance alone and with others with spatial intention. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality. HSP.DA.PR.4.1
    2. Use syncopation and accent movements related to different tempi. Perform dance studies and compositions that use time and tempo in unpredictable ways. Take rhythmic cues from different aspects of accompaniment. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment." Integrate breath phrasing with metric and kinesthetic phrasing. HSP.DA.PR.4.2
    3. Connect energy and dynamics to movements by applying them in and through all parts of the body. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. HSP.DA.PR.4.3
    1. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. HSA.DA.PR.4.1
    2. Modulate time 0factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms at the same time. Work with and against rhythm of accompaniment or sound environments. HSA.DA.PR.4.2
    3. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience. HSA.DA.PR.4.3

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5. Develop and refine ideas and work for presentation. K-12.DA.PR.5
    1. Embody technical dance skills to retain and execute complex spatial rhythmic and dynamic sequences to meet performance goals. HSP.DA.PR.5.1
    5. 2 Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. HSP.DA.PR.5
    3. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry and formed by personal performance goals. Use a variety of strategies to analyze and evaluate performances of self and others. Articulate performance goals and justify reasons for selecting particular practice strategies. HSP.DA.PR.5.3
    1. Dance with sensibility toward other dancers, applying body mind principles to technical dance skills and complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others. HSA.DA.PR.5.1
    2. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice. HSA.DA.PR.5.2
    3. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence. Reflect on personal achievements. HSA.DA.PR.5.3

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6. Convey meaning through the presentation of artistic ideas and work. K-12.DA.PR.6

    1. Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain journal documenting efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production. HSP.DA.PR.6.1

    2. Evaluate and plan possible designs for the production elements of a performance and select and execute the ideas that would intensify, fulfill, and heighten the artistic intent of the dance. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works. HSP.DA.PR.6.2

    1. Demonstrate leadership qualities when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology HSA.DA.PR.6.1

    2. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues. HSA.DA.PR.6.2

Responding

7. Perceive and analyze artistic ideas and work. K-12.DA.RE.7

    1. Analyze recurring patterns of movement and their relationships to artistic intent. HSP.DA.RE.7.1

    2. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. HSP.DA.RE.7.2

    1. Analyze dance works from a variety of dance genres and styles. Explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography. HSA.DA.RE.7.1

    2. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices using genre-specific dance terminology. HSA.DA.RE.7.2

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8. Interpret intent and meaning in artistic ideas and work. K-12.DA.RE.8

    1. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology. HSP.DA.RE.8.1

    1. Discuss, analyze, and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices using genre specific dance terminology. HSA.DA.RE.8.1

9. Apply criteria to evaluate artistic ideas and work. K-12.DA.RE.9

    1. Using genre-specific dance terminology, compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. HSP.DA.RE.9.1

    1. Define personal artistic preferences to critique dance. Discuss perspectives with peers and justify views. Consider societal and personal values, and a range of artistic expression. HSA.DA.RE.9.1

Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. K-12.DA.CN.10

    1. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspective expressed by the choreographer may impact interpretation and provide evidence to support this analysis. Analyze a dance that is related to content learned in other subject areas and research its context. Synthesize information learned and share new ideas about this impact on personal perspective. HSP.DA.CN.10.1

    2. Collaboratively identify and research a dance related question or problem. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally or in writing the process used in choreography to that of other creative, academic, or scientific procedures. HSP.DA.CN.10.2

    1. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth. HSA.DA.CN.10.1

    2. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a capstone project that reflects a possible career choice. HSA.DA.CN.10.2

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11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.DA.CN.11

    1. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate. HSP.DA.CN.11.1

    1. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate. Explain how the analysis has expanded one's dance literacy and interests in further dance study and/or career exploration in dance. HSA.DA.CN.11.1

Music

Creating

1. Generate and develop artistic ideas and work. K-12.MU.CR.1

    1. Create musical ideas based on characteristics of other music or texts. HSN.MU.CR.1.1

    1. Create musical ideas for specific purposes. HSI.MU.CR.1.1

    1. Create musical ideas for specific purposes and contexts. HSA.MU.CR.1.1

2. Organize and revise artistic ideas and work. K-12.MU.CR.2

    1. Select, revise, and preserve previously created musical ideas based on characteristics of other music or texts. HSN.MU.CR.2.1

    1. Select, revise, and preserve previously created musical ideas for specific purposes. HSI.MU.CR.2.1

    1. Select, organize, revise, and preserve previously created musical ideas into a complete work for specific purposes and contexts. HSA.MU.CR.2.1

3. Refine and complete artistic ideas and work. K-12.MU.CR.3

    1. Evaluate and refine draft musical ideas based on teacher-provided or collaboratively developed criteria. HSN.MU.CR.3.1

    2. Share personally developed musical ideas that demonstrate understanding of creating music based upon characteristics of other music or texts. HSN.MU.CR.3.2

    1. Evaluate and refine musical ideas based on teacher-provided or collaboratively developed criteria, including the extent to which specific purposes were addressed. HSI.MU.CR.3.1

    2. Share personally developed musical ideas that demonstrate understanding of creating music for specific purposes. HSI.MU.CR.3.2

    1. Evaluate and refine musical ideas based on personally- or collaboratively developed criteria including the extent to which specific purposes and contexts were addressed. HSA.MU.CR.3.1

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    2. Share personally developed musical ideas that demonstrate understanding of creating music for specific purposes and contexts. HSA.MU.CR.3.2

Performing, Presenting, and Producing

4. Select, analyze, and interpret artistic ideas and work for presentation. K-12.MU.PR.4
    1. Select diverse repertoire based upon interest, performers' musicianship skills, and setting of performance. HSN.MU.PR.4.1
    2. Analyze how musical elements inform musical work. HSN.MU.PR.4.2
    3. Identify expressive qualities in diverse repertoire that relate to expressive intent. HSN.MU.PR.4.3
    1. Explain the criteria used to select diverse repertoire, performers' musicianship skills, and setting and purpose of performance. HSI.MU.PR.4.1
    2. Analyze how musical elements, performance practices, and purpose inform musical work. HSI.MU.PR.4.2
    3. Identify, interpret, and demonstrate expressive qualities in diverse repertoire that relate to expressive intent. HSI.MU.PR.4.3
    1. Develop and apply criteria to select diverse repertoire, performers' musicianship skills, and setting and purpose of performance. HSA.MU.PR.4.1
    2. Analyze how musical elements, performance practices, purpose, and context inform musical work. HSA.MU.PR.4.2
    3. Analyze, interpret, and demonstrate context and expressive intent in diverse repertoire. HSA.MU.PR.4.3
5. Develop and refine artistic ideas and work for presentation. K-12.MU.PR.5
    1. Apply teacher-provided criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire. HSN.MU.PR.5.1
    1. Apply collaboratively developed criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire. HSI.MU.PR.5.1
    1. Apply personally and collaboratively developed criteria in response to self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire HSA.MU.PR.5.1

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6. Convey meaning through the presentation of artistic ideas and work. K-12.MU.PR.6
    1. Present musical work with appropriate technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire. HSN.MU.PR.6.1
    2. Demonstrate an understanding of intent as a means for connecting with an audience through musical work. HSN.MU.PR.6.2
    1. Present musical work with refined technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire. HSI.MU.PR.6.1
    2. Demonstrate an awareness of the context of music through musical work. HSI.MU.PR.6.2
    1. Present musical work with mature technical accuracy and apply expressive intent through individual and ensemble performances of a diverse repertoire. HSA.MU.PR.6.1
    2. Demonstrate an ability to connect with audience members while engaging with them during musical work. HSA.MU.PR.6.2

Responding

7. Perceive and analyze artistic ideas and work. K-12.MU.RE.7
    1. Explain reasons for selecting music, citing musical elements, performance practices, and connections to interest, purpose, and context. HSN.MU.RE.7.1
    2. Identify musical elements and performance practices that inform a response to selected music. HSN.MU.RE.7.2
    1. Apply collaborativelycreated criteria to select music for a variety of purposes, justifying choices by citing musical elements, performance practices, purpose, and context. HSI.MU.RE.7.1
    2. Identify and explain how context, musical elements and performance practices inform a response to selected music. HSI.MU.RE.7.2
    1. Use collaborative research and personally developed criteria to justify choices made when selecting music, citing musical elements, performance practices, and individual and ensemble purpose and context. HSA.MU.RE.7.1
    2. Explain and demonstrate how context, musical elements, performance practices, and personal decisions inform a response to selected music. HSA.MU.RE.7.2
8. Interpret intent and meaning in artistic ideas and work. K-12.MU.RE.8
    1. Identify musical elements and performance practices creators and performers use for expressive intent. HSN.MU.RE.8.1
    1. Identify and explain how musical elements and performance practices are used for expressive intent by creators and performers. HSI.MU.RE.8.1
    1. Justify personal interpretations of creators' and performers' expressive intent by comparing and synthesizing varied researched sources. HSA.MU.RE.8.1

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9. Apply criteria to evaluate artistic ideas and work. K-12.MU.RE.9
    1. Using teacher-provided criteria, evaluate musical work. HSN.MU.RE.9.1
    1. Using personally and collaboratively developed criteria, evaluate musical work. HSI.MU.RE.9.1
    1. Justify, using personally and collaboratively developed criteria, the evaluation of musical work. HSA.MU.RE.9.1

Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. K-12.MU.CN.10
    1. Identify and perceive how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. HSN.MU.CN.10.1
    1. Analyze and characterize how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. HSI.MU.CN.10.1
    1. Evaluate and justify how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. HSA.MU.CN.10.1
11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.MU.CN.11
    1. Identify and perceive relationships between music and the other arts, other disciplines, different contexts, and daily life. HSN.MU.CN.11.1
    2. Identify and demonstrate different roles of performance participants in various settings. HSN.MU.CN.11.2
    1. Analyze and characterize relationships between music and the other arts, other disciplines, different contexts, and daily life. HSI.MU.CN.11.1
    2. Analyze and demonstrate different roles of performance participants in various settings. HSI.MU.CN.11.2
    1. Evaluate and justify relationships between music and the other arts, other disciplines, different contexts, and daily life. HSA.MU.CN.11.1
    2. Evaluate and demonstrate different roles of performance participants in various settings. HSA.MU.CN.11.2

Theater Arts

Creating

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1. Generate and develop artistic ideas and work. K-12.TH.CR.1
    1. Apply historical, cultural, and social research to construct ideas about a unified dramatic concept in a dramatic/ theatrical work. HSP.TH.CR.1.1
    2. Use script analysis to generate ideas about a character that is believable and authentic in a dramatic/ theatrical work. HSP.TH.CR.1.2
    3. Explore and understand the impact of technology on design choices in a dramatic/ theatrical work. HSP.TH.CR.1.3
    1. Synthesize knowledge from a variety of theater practices and technologies to create the unified dramatic concept of a dramatic/ theatrical work HSA.TH.CR.1.1
    2. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a dramatic/ theatrical work. HSA.TH.CR.1.2
    3. Complete a design for a dramatic theatrical work that incorporates the elements of technical theater. HSA.TH.CR.1.3
2. Organize and revise artistic ideas and work. K-12.TH.CR.2
    1. Explore and refine a dramatic concept from original ideas through historical, social, and cultural research for a dramatic/ theatrical work. HSP.TH.CR.2.1
    2. Investigate the collaborative nature of a creative team exploring their interdependent roles in a dramatic/ theatrical work. HSP.TH.CR.2.2
    3. Demonstrate an understanding of copyright laws and the need to obtain licensure and permission to make changes to the script or record the production. HSP.TH.CR.2.3
    1. Develop and synthesize a dramatic/theatrical work from original ideas utilizing historical, social, and cultural research. HSA.TH.CR.2.1
    2. Cooperate and collaborate as a creative team to discover solutions and make choices in a dramatic/ theatrical work. HSA.TH.CR.2.2
    3. Demonstrate an understanding of ownership of intellectual property and copyrighted materials, the processes involved in obtaining copyrights for their own work, how and why securing multiple types of licenses is required depending upon the situation, and the implications and consequences of not doing so. HSA.TH.CR.2.3

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3. Refine and complete artistic ideas and work. K-12.TH.CR.3
    1. Using the rehearsal process and theatrical staging practices, analyze the dramatic concept and technical elements of an dramatic/theatrical work. HSP.TH.CR.3.1
    2. Use research and script analysis, to revise physical, vocal, and psychological choices impacting the believability and relevance of elements of dramatic/theatrical work. HSP.TH.CR.3.2
    3. Through the rehearsal process, refine the technical elements and design choices that enhance the story and emotional impact of a dramatic/ theatrical work. HSP.TH.CR.3.3
    1. Refine and reimagine style, genre, form and staging practices to transform dramatic/ theatrical work through the rehearsal process. HSA.TH.CR.3.1
    2. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a dramatic/theatrical work. HSA.TH.CR.3.2
    3. Apply a high level of technical proficiencies to the performance of dramatic/theatrical work that supports the story. HSA.TH.CR.3.3

Performing, Presenting, and Producing

4. Select, analyze, and interpret, artistic ideas and work for presentation. K-12.TH.PR.4
    1. Examine how the relationships of the characters help tell the story of a dramatic/theatrical work. HSP.TH.PR.4.1
    2. Develop character choices by examining the given circumstances and incorporating the director's concept in a dramatic/ theatrical work. HSP.TH.PR.4.2
    1. Discover how unique choices shape believable and sustainable characters in a dramatic/theatrical work by applying research from a director's point of view. HSA.TH.PR.4.1
    2. Utilize the script, the director's concept, and acting techniques to create character choices that are believable, authentic and relevant in a dramatic/ theatrical work. HSA.TH.PR.4.2
5. Develop and refine artistic ideas and work for presentation. K-12.TH.PR.5
    1. Rehearse and refine a range of acting techniques and skills to create a believable and sustainable performance. HSP.TH.PR.5.1
    2. Apply researched technical elements to increase the impact of a design for a dramatic/theatrical work. HSP.TH.PR.5.2
    1. Employ and justify a collection of acting techniques to prepare and sustain a believable, authentic, and relevant performance. HSA.TH.PR.5.1
    2. Explain and justify the selection of technical elements used to create and build a design that communicates the concept of the dramatic/theatrical work. HSA.TH.PR.5.2

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6. Convey meaning through the presentation of artistic ideas and work. K-12.TH.PR.6
    1. Using creative processes rehearse and perform a scripted drama for a specific audience. HSP.TH.PR.6.1
    1. Use dramatic elements and creative perspectives of the playwright, director, and designer to produce and perform a dramatic/theatrical work for an audience. HSA.TH.PR.6.1

Responding

7. Perceive and analyze artistic ideas and work. K-12.TH.RE.7
    1. Recognize the validity of multiple interpretations and justify personal reactions to artistic choices made in a dramatic/theatrical work. HSP.TH.RE.7.1
    1. Demonstrate an understanding of multiple interpretations and how each might be used to influence future artistic choices in dramatic/theatrical work. HSA.TH.RE.7.1
8. Interpret intent and meaning in artistic ideas and work. K-12.TH.RE.8
    1. Analyze artistic choices developed from personal experiences and create criteria to support it for a dramatic/ theatrical work. HSP.TH.RE.8.1
    2. Identify and compare personal experiences with cultural perspectives in understanding a dramatic/theatrical work. HSP.TH.RE.8.2
    3. Compare personal and multiple aesthetics, preferences, and beliefs through participation or observation of a dramatic/theatrical work. HSP.TH.RE.8.3
    1. Apply personal experiences, textual evidence and appropriate criteria to revise personal work and/or interpret the work of others when participating in a dramatic/theatrical work. HSA.TH.RE.8.1
    2. Analyze and articulate personal experiences with cultural perspective in understanding a dramatic/theatrical work. HSA.TH.RE.8.2
    3. Explain how aesthetic preferences, and beliefs are used to create a context for critical research that informs artistic decisions in a dramatic/theatrical work. HSA.TH.RE.8.3

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9. Apply criteria to evaluate artistic ideas and work. K-12.TH.RE.9
    1. Make connections of a dramatic/theatrical work to other art forms. HSP.TH.RE.9.1
    2. Consider personal aesthetics and knowledge of technical elements to create meaning in a dramatic/theatrical work with respect to other interpretations. HSP.TH.RE.9.2
    3. Develop a deeper understanding and appreciation of a dramatic/theatrical work by examining how dramatic work communicates to an audience for a specific purpose. HSP.TH.RE.9.3
    1. Make connections of a dramatic/theatrical work to other art forms to support and evaluate the artistic choices. HSA.TH.RE.9.1
    2. Interpret and evaluate multiple aesthetic perspectives of the technical elements for the same or similar dramatic/theatrical work. HSA.TH.RE.9.2
    3. Develop and apply a deeper understanding and appreciation of theater by examining how a dramatic/theatrical work communicates to an audience for a specific purpose. HSA.TH.RE.9.3

Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. K-12.TH.CN.10
    1. Choose and interpret a dramatic/theatrical work to reflect or question cultural perspectives, community ideas, or personal beliefs. HSP.TH.CN.10.1
    1. Using personal, community, and cultural perspectives, collaborate on a dramatic/theatrical work that examines a critical issue. HSA.TH.CN.10.1

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11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.TH.CN.11

    1. Integrate knowledge from different art forms and other disciplines to develop a cross-cultural dramatic/theatrical work. HSP.TH.CN.11.1
    2. Research how other artists apply creative processes to formulate original choices in the development of a dramatic/theatrical work. HSP.TH.CN.11.2
    3. Using theater research methods, critically interpret the creative choices made in a dramatic/theatrical work. HSP.TH.CN.11.3
    4. Research criteria necessary for admission into various theater-related professions. HSP.TH.CN.11.4

    1. Create an original work that provides a new perspective on cultural, global, and/or historic belief systems. HSA.TH.CN.11.1
    2. Using the social and cultural background of a dramatic/theatrical work explore how personal beliefs and biases can affect the interpretation of a dramatic/theatrical work. HSA.TH.CN.11.2
    3. Present and support an opinion about the social, cultural, and historical understandings of a dramatic/theatrical work based on research. HSA.TH.CN.11.3
    4. Develop and implement a plan for employment or further education, in a theater related career, through audition, interview, or presentation of a portfolio. HSA.TH.CN.11.4

Visual Arts

Creating

1. Generate and develop artistic ideas and work. K-12.VA.CR.1

    1. Use multiple approaches to begin creative endeavors. HSP.VA.CR.1.1
    2. Identify creative problems based on student's existing artwork. HSP.VA.CR.1.2

    1. Visualize and hypothesize to generate plans for ideas and directions for creating art and design. HSA.VA.CR.1.1
    2. Choose from a range of materials and methods of artistic practices, following or breaking established conventions, to plan the making of a series of works of art and design based on a theme, idea, or concept. HSA.VA.CR.1.2

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2. Organize and revise artistic ideas and work. K-12.VA.CR.2
    1. Use artistic investigation to choose from a range of materials and methods without having a preconceived plan. HSP.VA.CR.2.1
    2. Demonstrate responsible choices in the use of materials, tools, and equipment in the creation of artwork. HSP.VA.CR.2.2
    3. Collaboratively develop an installation, or space design. HSP.VA.CR.2.3
    1. Through experimentation, practice, and persistence, synthesize skills and knowledge in a chosen media. HSA.VA.CR.2.1
    2. Explain how materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. HSA.VA.CR.2.2
    3. Construct works of art which transform the perception and experience of a particular place. HSA.VA.CR.2.3
3. Refine and complete artistic ideas and work. K-12.VA.CR.3
    1. Apply relevant criteria, elements, or principles to examine, reflect on, and plan revisions for works of art and design in progress. HSP.VA.CR.3.1
    2. Self-evaluate, through reflecting, revising, and refining works of art in response to personal artistic vision or audience. HSP.VA.CR.3.2
    3. Demonstrate flexibility and innovation through tools, techniques, and content to communicate intent in the creation artwork. HSP.VA.CR.3.3
    1. Reflect on and explain important information about personal artwork. HSA.VA.CR.3.1
    2. Engage in constructive critique with peers, then reflect, revise, and refine works of art in response to personal artistic vision or audience. HSA.VA.CR.3.2
    3. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the creation of artwork. HSA.VA.CR.3.3

Performing, Presenting, and Producing

4. Select, analyze, and interpret, artistic ideas and work for presentation. K-12.VA.PR.4
    1. Analyze, select, and curate personal or selected artworks for presentation. HSP.VA.PR.4.1
    1. Critique and justify choices in presenting works of art for a specific exhibit or portfolio. HSA.VA.PR.4.1
5. Develop and refine ideas and work for presentation. K-12.VA.PR.5
    1. Identify a methodology used for selecting works for an exhibition. HSP.VA.PR.5.1
    1. Evaluate, select, and apply methods appropriate to display artwork in a specific place. HSA.VA.PR.5.1

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6. Convey meaning through the presentation of artistic ideas and work. K-12.VA.PR.6
    1. Analyze and describe the impact that an exhibition or artwork has on personal awareness. HSP.VA.PR.6.1
    1. Curate a collection of artwork to impact the viewer's understanding of social, cultural, and/or political experiences. HSA.VA.PR.6.1

Responding

7. Perceive and analyze artistic ideas and work. K-12.VA.RE.7
    1. Hypothesize ways in which art influences perception and understanding of human experiences. HSP.VA.RE.7.1
    2. Evaluate the effectiveness of imagery to influence ideas, feelings, and behaviors of specific audiences. HSP.VA.RE.7.2
    1. Analyze how responses to art develop over time based on knowledge of and experience with art and life. HSA.VA.RE.7.1
    2. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture. HSA.VA.RE.7.2
8. Interpret intent and meaning in artistic ideas and work. K-12.VA.RE.8
    1. Interpret an artwork or collection of works supported by relevant and sufficient evidence found in the work and its various contexts. HSP.VA.RE.8.1
    1. Analyze different interpretations of an artwork or collection of works to select and defend your analysis HSA.VA.RE.8.1
9. Apply criteria to evaluate artistic ideas and work. K-12.VA.RE.9
    1. Identify relevant criteria to evaluate a work of art or collection of works. HSP.VA.RE.9.1
    1. Construct evaluations of a work of art or collection based on differing sets of criteria. HSA.VA.RE.9.1

Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. K-12.VA.CN.10
    1. Reflecting on an artistic process, explore unfamiliar subjects through art-making. HSP.VA.CN.10.1
    1. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art. HSA.VA.CN.10.1

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11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.VA.CN.11

    1. Describe how knowledge of culture, traditions, and history may influence personal responses to art. HSP.VA.CN.11.1
    2. Identify a connection to both historical and contemporary art movements and their impact on society. HSP.VA.CN.11.2

    1. Investigate the impact of an artist or a group of artists on society's beliefs, behaviors, and values. HSA.VA.CN.11.1
    2. Evaluate how society became a catalyst for the direction of an art movement or how art transformed or influenced society. HSA.VA.CN.11.2