Vermont Arts

Grades 9, 10, 11, 12

Adopted 2004

Dance: Skill Development

A1. Students show skill development when creating dance by… A1

Solving increasingly complex movement challenges involving several movement concepts with a group.

Improvising new movements and manipulating learned movements using the elements of dance to choreograph studies.

Producing a multiple part sequence of nonlocomotor and locomotor movements.

Choreographing dances that effectively communicate a theme.

Choreographing for a solo dancer.

Using choreographic principles, practices and structures (i.e., reordering, retrograde, motif, unison, canon) and processes (i.e., improvisation, manipulation, chance).

A2. Students perform/communicate through dance by… A2

Moderating projection based on piece and audience.

Recognizing and demonstrating qualities/dynamics of movement (e.g., sustained/percussive, strong force/light force, bound/free-flow, direct/indirect).

Reflecting the mood and style of the dance piece.

Demonstrating memorization and accurate reproduction of a multiple part movement sequence, including rhythmic acuity.

Demonstrating consistency and reliability in technical skills with appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination, elevation in locomotor and nonlocomotor/axial movement, in solo, duet, trio, quartet and ensemble.

Demonstrating memorization and accurate reproduction of a multiple part movement sequence, including rhythmic acuity (e.g., mixed meter).

Recognizing and demonstrating qualities/dynamics of movement (e.g., sustained/percussive, strong force/light force, bound/free-flow, direct/indirect, expression, clarity, musicality, and projection).

A3. Students show understanding of dance concepts and vocabulary by… A3

Identifying or demonstrating dance concepts of space, energy, gesture, time, form, genre.

Applying space concepts.

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Identifying and demonstrating dance movements (e.g., dynamics, manipulation, tempo, projection, expression, orientation, reordering, variation).

Improvising.

Moving to rhythms of various genres.

Analyzing theme and identifying dance form.

Identifying or demonstrating dance concepts of space, energy, gesture, time, form, genre (e.g., ballet, jazz, tap, folk, modern, hip-hop, etc.).

Improvising and manipulating movements.

Recognizing and executing complex shapes and patterns from different genre, styles, and traditions.

Music: Skill Development

A4. Students show skill development when creating music by... A4

Improvising short songs and instrumental pieces using a variety of techniques, (e.g., changes in tone color, dynamics, and pitch bending).

Composing and arranging for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Arranging simple pieces for voices or instruments other than those for which the pieces were written.

Composing in several distinct styles using the elements of music for expressive effect.

A5. Students perform/communicate through music by... A5

Singing solos and two and three part literature with a more varied repertoire (e.g., various cultures and styles) and a degree of difficulty of level 4 (see NYSSMA Manual)

Playing a musical instrument with a more varied repertoire (e.g., various culture and styles) alone and with others and a degree of difficulty of level 4 (see NYSSMA Manual).

Responding to the cues of the conductor (e.g., tempo, dynamics, cues, expression, accents, articulation, phrasing, line, rubato).

Singing solos and two and three part literature with a more varied repertoire (e.g., various cultures and styles) and a degree of difficulty of level 5 (see NYSSMA Manual)

Playing a musical instrument with a more varied repertoire (e.g., various culture and styles) alone and with others and a degree of difficulty of level 5 (see NYSSMA Manual).

A6. Students show understanding of music concepts and vocabulary by... A6

Describing aural examples of a varied repertoire using the elements of music.

Reading and notating music at the level of difficulty of 4 on a scale of 1-6 (See NYSSMA Manual).

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Analyzing and comparing several compositions of a similar genre or style.

Reading and notating music at the level of difficulty of 5 on a scale of 1-6 (See NYSSMA Manual).

Theater: Skill Development

A7. Students show skill development when creating theatre by... A7

Demonstrating development of character using physical and vocal expression and text analysis and research.

Designing or identifying designs that establish character based on text analysis and research.

Using character work, scenario techniques, and design detail to develop the performance.

Demonstrating development of character using physical and vocal expression, text analysis and research based on acting style (e.g., Greek, modern).

Designing or identifying designs that establish character, based on text analysis and research of culture, history and stage design.

Using character and scenario to develop a script.

A8. Students perform/communicate through theatre by... A8

Adjusting voice tone/level and timing before an audience.

Producing a practiced scene.

Being prepared and on-time.

Appropriate, safe use of tools (e.g., power saws, sewing machine, lighting equipment, paint guns).

Using marketing techniques for a production (e.g., press release, poster, study guide, etc.).

Building scenic elements to fit production design.

Appropriate use of advanced production tools (e.g., CAD, welding, special effects equipment, etc.).

Using marketing techniques for a production (e.g., playbill, PSAs, press release, poster, study guide, etc.).

Presenting a researched design project for a production (e.g. costuming, s et, props, lighting, management).

Fulfilling technical responsibilities, pre-show through strike.

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A9. Students show understanding of theatre concepts and vocabulary by... A9

Define and identify protagonist, antagonist, crisis, catharsis, climax resolution, exposition complication; theme, tone or emotion of script, objective, sub-text .

Labeling and participating in a cold reading and audition.

Recognizing and labeling acting technique (e.g., Stanslavski, Meyerhold, Meisner).

Recognizing and labeling acting techniques.

Visual Arts: Skill Development

A10. Students show skill development when creating art by... A10

Selecting appropriate drawing techniques for visual representations.

Controlling media techniques and processes with skill, confidence, and sensitivity so that their intentions are carried out in their works of art.

Demonstrating effective relationships between the elements and principles of design (e.g., using line to demonstrate movement).

Demonstrating refined artisanship, technical skills, and expressive qualities in visual representations.

Expanding on uses of media techniques and processes with skill, confidence, and sensitivity to that their intentions are carried out in their works of art.

Producing visual representations that demonstrate innovative relationships between elements and principles of design (e.g., constructing teapot that weds utility and design).

A11. Students perform/communicate through art by... A11

Assembling and displaying objects or works of art as a part of a public exhibition (e.g., curatorial responsibility).

Using innovative visual metaphors in creating work of art.

Demonstrating a personal style and advanced proficiency in communicating an idea or emotion.

A12. Students show understanding of art concepts and vocabulary by... A12

Analyzing and integrating the elements and principles of design (e.g., expressive use of elements and compositional structure appropriate to subject matter in order to convey emotion or idea).

Articulating and utilizing formal and expressive qualities of a variety of media, techniques and complex processes with appropriate vocabulary.

Describing and demonstrating how art and artists reflect and shape their time and culture.

Analyzing and demonstrating innovative and skillful integration of the elements and principles of design (e.g., innovative synthesis of formal and expressive qualities in a work of art).

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Sophisticated articulation and manipulation of formal and expressive qualities of a variety of media, techniques, and complex processes with appropriate vocabulary.

Analyzing purposes and functions of art and artists in the context of history and culture.

Reflection and Critique

A13. Students describe art using appropriate vocabulary, for example: A13

Dance: composition, intention, narrative, dynamics, motif/variation
 Music: pitch, rhythm, tempo, dynamics, form, timbre, texture, articulation, harmony, phrasing, style
 Theater: protagonist/antagonist, crisis, catharsis, climax, resolution, scenario, transformation
 Visual Arts: by using the elements and principles of art, along with previously learned vocabulary

A14. Students analyze, interpret, and respond to art by... A14

Comparing/contrasting works of art, which may include a student's own work.

Explaining qualities (elements, principles of design, expression) and how they evoke emotion and meaning.

Relating varied interpretations of works of art using some or all of the following (e.g., observation, personal experience, background knowledge, cultural context, artist's intent, and/or artist's process).

A15. Students critique and revise art by... A15

Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions.

Developing and applying specific criteria, individually or in groups.

Making affirming statements with specific evidence (e.g., Your landscape painting shows sensitive brush work in the Japanese tradition.).

Asking questions about your own work (e.g., How can I use one point perspective effectively?).

Asking questions of the artist (e.g., How were you able to get that texture in your work?).

Suggesting changes (e.g., You might consider using contrasting colors for emphasis.).

Assembling and refining the artist portfolio and resume.

Demonstrating and refining auditioning skills.

Making Connections

A16. Students make connections between/among the arts and disciplines outside the arts by... A16

Explaining how elements, artistic processes, and/or organizational principles are used in similar and distinctive ways (e.g., form, tone color, balance, unity and variety, texture, harmony, etc.).

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Creating art work to show understandings of a discipline (e.g., show understanding of music through history, show understanding of dance through anatomy, show understanding of theatre through literature).

Explaining how elements, artistic processes, and/or organizational principles are used in similar and distinctive ways (e.g., form, tone color, balance, unity and variety, texture, harmony, etc.).

Creating art work to show understandings of a discipline (e.g., show understanding of chemistry through ceramics, show understanding of technology through art, show understanding of physics through music, show understanding of culture through dance, show understanding of history through theater).

A17. Students show understanding of how the arts impact lifelong choices by... A17

Identifying opportunities for lifelong involvement in the arts (e.g., career, patron, recreation, entertainment).

Investigating the levels of discipline knowledge and skills required for career preparation in the arts.

Demonstrating an understanding of how the arts contribute to physical and mental health (e.g., reaction to/commentary on an event).

Reflecting on and identifying personal strengths and weaknesses and potential success in art forms.

Assembling and refining the artist portfolio and resume.

Demonstrating an understanding of how the arts contribute to physical and mental health (e.g., identifying the best practices and hazards specific to each discipline).

A18. Students show understanding of how the arts shape and reflect various cultures and times by... A18

Creating or performing a work of art that communicates a cross cultural or universal theme.

Classifying art works by style, genre, historical period, and explaining why each is representative.

Identifying universal themes and socio-political issues in a variety of art forms in different cultural contexts.

Applying techniques from a culture to create or perform a work of art.

Creating a piece based on an established genre or style.

Identifying the foundation or roots of a specific art form related to time and culture (e.g., tap dance from Africa and Ireland converging in Harlem).

Approach to Work

A19. Students approach artistic problem solving with an open mind and creative thinking by... A19

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Bringing ideas learned previously into the development of work.

Generating a variety of strategies/techniques to address those challenges (e.g., researching and applying new strategies).

Taking material they've learned and using it in a new way (e.g., improvisation).

A20. Students develop effective, personal work habits by.... A20

Demonstrating commitment and a sense of purpose (e.g., persevering to complete quality work, working to personal best).

Demonstrating understanding of health and safety issues related to the arts (e.g., using safe work habits and techniques).

Developing rigorous criteria and setting goals for themselves (e.g., prioritizing responsibilities, managing time/materials, and meeting completion deadlines).

Using a variety of learning strategies (e.g., different practice techniques).

A21. Students demonstrate appropriate interactions by... A21

Participating in individual and/or group work willingly and appropriately.

Cooperating in an ensemble, group, or partnership to maintain an environment of safety, confidence, mutual esteem, and support.