

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

Table of Contents

Music.....	2
Grades 9-12.....	2
Grade K-4	4
Grades 5-8.....	6
Visual and Performing Arts	8
Grades 9-12.....	8
Grade K-4	9
Grades 5-8.....	10
Theater Arts	11
Grades 9-12.....	11
Grades 5-8.....	13

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

Music

Grades 9-12

- S 1. Sing or perform on instruments alone and with varied repertoire of music.
 - a. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.
 - b. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.
 - c. sing music written in four parts, with and without accompaniment.
 - d. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
 - e. perform in small ensembles with one student on a part.
 - f. (Advanced) sing or perform with expression and technical accuracy a varied repertoire of vocal or instrumental literature with a level of difficulty of 5, on a scale of 1 to 6,
 - g. (Advanced) sing music written in more than four parts.
 - h. (Advanced) sing in small ensembles with one student on a part.
- S 2. 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.
 - Students who participate in a choral or instrumental ensemble or class
 - b. sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.
 - (Advanced) 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.
 - (Advanced) d. interpret nonstandard notation symbols used by some 20th century composers.
 - (Advanced) e. sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6.
- S 3. improvise melodies, variation, and accompaniments.
 - a. improvise stylistically appropriate harmonizing parts.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- 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.
- (Advanced) d. improvise stylistically appropriate harmonizing parts in a variety of styles.
- (Advanced) e. improvise original melodies in a variety of styles, over a given chord progressions, each in a consistent style, meter and tonality.
- S 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 perceive 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 usages of the sound sources.
 - (Advanced) d. compose music, demonstrating imagination and technical skill in applying the principles of composition
- S 5. Understand music in relation to history and culture from an international perspective.
 - 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.
 - (Advanced) d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
 - (Advanced) e. identify and describe music genres or styles that shows 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.
- 6. Listen to, analyze and describe music.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- a. analyze aural examples of a varied repertoire of music, representing diverse 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 compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
- (Advanced) d. demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.
- (Advanced) e. compare ways in which materials are used in a given example relative to ways in which they are used in other works of the same genre or style.
- (Advanced) f. analyze and describe uses of elements of music in a given work that make it unique, interesting, and expressive.

Grade K-4

- S 1. Sing or perform on instruments alone and with varied repertoire of music.
 - a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
 - b. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
 - c. sing expressively, with appropriate dynamics, phrasing and interpretation.
 - d. perform expressively a varied repertoire of music representing diverse genres and styles.
 - e. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
 - f. sing ostinatos, partner songs and rounds.
 - g. sing or perform in groups, blending vocal and instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
 - h. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
 - i. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
 - j. echo short rhythms and melodic patterns.
 - k. perform independent instrumental parts while other students sing or play contrasting parts.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- S 2. Read and notate music.
 - a. read whole, half, dotted half, quarter, and eighth notes representing in 2/4, 3/4, and 4/4 meter signatures.
 - b. use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.
 - c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
 - d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.
- S 3. improvise melodies, variation, and accompaniments.
 - a. improvise “answers” in the same style to given rhythmic and melodic phrases.
 - b. improvise simple rhythmic and melodic ostinato accompaniments.
 - c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
 - d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- S 4. Compose and arrange music within specified guidelines.
 - a. create and arrange music to accompany readings or dramatizations.
 - b. create and arrange short songs and instrumental pieces within specified guidelines.
 - c. use a variety of sound sources when composing.
- S 5. Understand music in relation to history and culture from an international perspective.
 - a. identify by genre or style aural examples of music from various historical periods and cultures.
 - b. describe in simple terms how elements of music are used in music examples from various cultures of the world.
 - c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
 - d. identify and describe roles of musicians in various music settings and cultures.
 - e. demonstrate audience behavior appropriate for the context and style of music performed.
- S 6. Listen to, analyze and describe music.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- a. identify simple music forms when presented aurally.
- b. demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- d. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- e. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Grades 5-8

- S 1. Sing or perform on instruments alone and with varied repertoire of music.
 - a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
 - b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.
 - c. sing or perform music representing diverse genres and culture with expression appropriate for the work being performed.
 - d. sing music written in two or three parts.
 - e. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.
 - f. perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of 2, on a scale of 1 to 6.
 - g. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
 - Students who participate in an instrumental ensemble or class
 - e. perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.
- S 2. Read and notate music.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- a. read whole, half, dotted half, quarter, and eighth notes representing in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- b. read at sight simple melodies in both the treble and bass clefs.
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- d. use standard notation to record their musical ideas and the musical ideas of others.
- Students who participate in a choral or instrumental ensemble or class
 - e. sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.
- S 3. improvise melodies, variation, and accompaniments.
 - a. improvise simple harmonic accompaniments.
 - b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
 - c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
- S 4. Compose and arrange music within specified guidelines.
 - a. create short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
 - b. arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- S 5. Understand music in relation to history and culture from an international perspective.
 - a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
 - b. classify by genre and style a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
 - c. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- 6. Listen to, analyze and describe music.
 - a. describe specific music events in a given aural example using appropriate terminology.
 - b. analyze the uses of elements in aural examples representing diverse genres and cultures.
 - c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals,
 - d. chords, and harmonic progressions in their analyses of music.

Visual and Performing Arts

Grades 9-12

- 1. Understand and apply tools, techniques and processes appropriately
 - a. Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
 - b. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.
- 2. Use knowledge of structures and functions
 - a. Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
 - b. Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
 - c. Students create artworks that use organizational principles and functions to solve specific visual arts problems.
- 3. Select and evaluate a range of subject matter, symbols, and ideas to creatively express human experience
 - a. Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
 - b. Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
- 4. Understand the influences of history and culture on the development of visual and performing arts from an international perspective.
 - a. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- b. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.
- 5. Reflect upon and assess the merits of their own and others work.
 - a. Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
 - b. Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
 - c. Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.
- 6. Make connections visual and performing arts and other disciplines
 - a. Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
 - b. Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Grade K-4

- 1. Understand and apply tools, techniques and processes appropriately
 - a. Students know the differences between materials, techniques, and processes.
 - b. Students describe how different materials, techniques, and processes cause different responses.
 - c. Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
 - d. Students use art materials and tools in a safe and responsible manner.
- 2. Use knowledge of structures and functions
 - a. Students know the differences among visual characteristics and purposes of art in order to convey ideas.
 - b. Students describe how different expressive features and organizational principles cause different responses.
 - c. Students use visual structures and functions of art to communicate ideas.
- 3. Select and evaluate a range of subject matter, symbols, and ideas to creatively express human experience.
 - a. Students explore and understand prospective content for works of art.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- b. Students select and use subject matter, symbols, and ideas to communicate meaning.
- 4. Understand the influences of history and culture on the development of visual and performing arts from an international perspective.
 - a. Students know that the visual arts have both a history and specific relationships to various cultures.
 - b. Students identify specific works of art as belonging to particular cultures, times, and places.
 - c. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.
- 5. Reflect upon and assess the merits of their own and others work.
 - a. Students understand there are various purposes for creating works of visual art.
 - b. Students describe how people's experiences influence the development of specific artworks.
 - c. Students understand there are different responses to specific artworks.
- 6. Make connections visual and performing arts and other disciplines
 - a. Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.
 - b. Students identify connections between the visual arts and other disciplines in the curriculum.

Grades 5-8

- 1. Understand and apply tools, techniques and processes appropriately
 - a. Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
 - b. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
- 2. Use knowledge of structures and functions
 - a. Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
 - b. Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
 - c. Students select and use the qualities of structures and functions of art to improve communication of their ideas.

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- 3. Select and evaluate a range of subject matter, symbols, and ideas to creatively express human experience.
 - a. Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
 - b. Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.
- 4. Understand the influences of history and culture on the development of visual and performing arts from an international perspective.
 - a. Students know and compare the characteristics of artworks in various eras and cultures.
 - b. Students describe and place a variety of art objects in historical and cultural contexts.
 - c. Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- 5. Reflect upon and assess the merits of their own and others work.
 - a. Students compare multiple purposes for creating works of art.
 - b. Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
 - c. Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
- 6. Make connections visual and performing arts and other disciplines
 - a. Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.
 - b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Theater Arts

Grades 9-12

- 1. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
 - a. Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience
- 2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
 - a. Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- b. Students compare and demonstrate various classical and contemporary acting techniques and methods
- c. Students in an ensemble, create and sustain characters that communicate with audiences
- 3. Designing by developing environments for improvised and scripted scenes
 - a. Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup)
 - b. Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements
 - c. Students develop designs that use visual and aural elements to convey environments that clearly support the text
 - d. Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup
 - e. Students design coherent stage management, promotional, and business plans
- 4. Directing by organizing rehearsals for improvised and scripted scenes
 - a. Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting
 - b. Students justify selections of text, interpretation, and visual and aural artistic choices
 - c. Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes
- 5. Researching by using cultural and historical information to support improvised and scripted scenes
 - a. Students 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
- 6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms
 - a. Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts
 - b. Students determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre
 - c. Students illustrate the integration of several arts media in informal presentations
- 7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- a. Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues
- b. Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement
- c. Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices
- d. Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions
- 8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures
 - a. Students 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
 - b. Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods
 - c. Students identify cultural and historical sources of American theatre and musical theatre
 - d. Students analyze the effect of their own cultural experiences on their dramatic work

Grades 5-8

- 9. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
 - a. Students individually and in groups, create characters, environments, and actions that create tension and suspense
 - b. Students refine and record dialogue and action
- 10. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
 - Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
 - a. Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
 - b. Students in an ensemble, interact as the invented characters
- 11. Designing by developing environments for improvised and scripted scenes

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- . Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
 - a. Students analyze improvised and scripted scenes for technical requirements
 - b. Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
 - c. Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character
12. Directing by organizing rehearsals for improvised and scripted scenes
- . Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills
13. Researching by using cultural and historical information to support improvised and scripted scenes
- . Students apply research from print and nonprint sources to script writing, acting, design, and directing choices
14. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms
- . Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
 - a. Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
 - b. Students express and compare personal reactions to several art forms
 - c. Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts
15. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions
- . Students describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
 - a. Students articulate and support the meanings constructed from their and others' dramatic performances
 - b. Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances

ACADEMIC STANDARDS AND BENCHMARKS

VISUAL AND PERFORMING ARTS

- c. Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes
16. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures
- . Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
 - a. Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media
 - b. Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures
 - c. Students explain how culture affects the content and production values of dramatic performances
 - d. Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life