

ARTS CURRICULUM



Craig City School District – June 2018

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ACKNOWLEDGEMENTS

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WE WOULD ALSO LIKE TO RECOGNIZE

The Craig City School District Board of Education and the many teachers, administrators, parents and community members who have so willingly given of their time and expertise in the planning and revision process of this document.

ELEMENTARY SEGMENT

KINDERGARTEN

Art Curriculum

Students Will Learn:

- Concepts of shape, size, location, and design - important when learning to read
- That all things have different textures
- How to create patterns and designs - a beginning math skill
- The names of colors and how they mix to make new colors
- To exercise creativity and imagination
- To hold and control a pen

First Grade Art Curriculum

Students Will Learn:

Drawing

- Recognize and use a variety of lines: *straight, curved, thick, thin, broken, dotted, zigzag, closed (shapes)*

Painting

- Introduce color wheel
- Make secondary colors
- Introduce color families
- Warm, cool, primary, secondary
- Brush stroke creates lines, shapes, textures, and patterns
- Introduce tempera and water color paint
- Explore paint applied to a variety of paper surfaces

Sculpture

- Introduce sculpture and 3-D
- Explore and discuss a variety of media used for collage
- Explore clay

Design-Based Thinking Skills

- Introduce the term architect
- Explore relationships between a plan/sketch and a built object
- Generate new ideas and solutions

Second Grade Art Curriculum

Students Will Learn:

Drawing

- Identify lines that imply action.
- Directional lines: *vertical, horizontal, diagonal*
- Shapes can make patterns
- Symmetry
- Lines define space)

Painting

- Introduce a variety of brush strokes: *thick, thin, dab, dot*
- Review color wheel
- Brush size

Sculpture

- Develop awareness of artistic use of large and small shapes in sculpture
- Identify texture and pattern in Sculpture
- Develop awareness of artistic use of large and small shapes in collages
- Create an additive sculpture

Design-Based Thinking Skills

- Explore signage and symbols used to communicate
- Utilize brainstorming to generate ideas
- Explore graphic design and posters

Third Grade Art Curriculum

Students Will Learn:

Drawing

- Identify lines that imply action.
- Directional lines: *vertical, horizontal, diagonal*
- Shapes can make patterns
- Symmetry
- Lines define space)

Painting

- Introduce a variety of brush strokes: *thick, thin, dab, dot*
- Review color wheel
- Brush size

Sculpture

- Develop awareness of artistic use of large and small shapes in sculpture
- Identify texture and pattern in Sculpture
- Develop awareness of artistic use of large and small shapes in collages
- Create an additive sculpture

Design-Based Thinking Skills

- Explore signage and symbols used to communicate
- Utilize brainstorming to generate ideas
- Explore graphic design and posters

Fourth Grade Art Curriculum

Students Will Learn:

Drawing

- Contour drawing.
- Portraits and self-portraits
- Compose a one point perspective
- Shading

Painting

- Color wheel
- Analogous colors
- Tertiary colors
- Develop color use to create mood or feeling
- Develop application techniques

Sculpture

- Expression of idea in sculpture
- Methods of construction: *coil, slab, pinch*
- Development of surface decoration

Design-Based Thinking Skills

- Utilize Design Process:
 - identify problem
 - gather information
 - evaluate, select solutions
 - prototype

Fifth Grade Art Curriculum

Students Will Learn:

Drawing

- Develop the illusion of space and distance on a 2-D plane.
- Apply techniques creating distance:
 - overlapping
 - large to small detail diminishes farther back
 - light, color quality from hue to gray shading
- Figure in motion

Painting

- Develop an understanding of realistic and abstract
- Recognize and apply elements of design: line, color, shape, value, texture
- Introduce principles of design: dominance, repetition, balance, rhythm, variation, unity

Sculpture

- Identify and create a realistic or abstract sculpture
- Application of texture

Design-Based Thinking Skills

- Utilize Design Process:
- Develop invention skills
- Explore industrial design

GRADE K GENERAL MUSIC CURRICULUM

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Rhythm		
Ability to initiate beat for group music activities	<ul style="list-style-type: none"> • Songs and rhymes with non-beat motions • Stationary circle games • Beat motions with recordings • Traveling circle games • Child-initiated beat motions 	<ul style="list-style-type: none"> • Performs non-beat motions that are appropriate to the text • Moves appropriately with group in games and to recorded music • Initiates beat for group music activities
Melody		
Uses a singing voice alone in arioso melodies	<ul style="list-style-type: none"> • Explore high, middle, low vocal sounds • Call and response songs in groups • Call and response solos. "Microphone" technique • Sing a varied repertoire of songs (folk/seasonal/multicultural/patriotic) 	<ul style="list-style-type: none"> • Speaks with inflection • Uses a singing voice in a group • Uses a singing voice alone in arioso melodies
Form		
Label same/different	<ul style="list-style-type: none"> • Experience same/different • Experience phrase • Experience time/space/shape/force in movement 	<ul style="list-style-type: none"> • Perform chants and songs in same/different/same form
Timbre		
Label vocal qualities (speak/sing/whisper/shout)	<ul style="list-style-type: none"> • Differentiate between vocal qualities (speak/sing/whisper/shout) • Experience loud/soft 	<ul style="list-style-type: none"> • Control own voice in order to produce a variety of vocal qualities

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Responding		
Proper listening skills	<ul style="list-style-type: none"> • Follow simple directions, both verbal and visual • “STAR” acronym: Sit up straight and tall, Track the speaker, Always do your best, Raise your hand to speak • Use sign language and applause to acknowledge performances 	<ul style="list-style-type: none"> • Demonstrates musicians’ posture • Responds to the acronym “STAR” with correct posture and tracking skills • Appropriately acknowledges performer

GRADE 1 GENERAL MUSIC CURRICULUM

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Rhythm		
<p>Echo, spell, create and read quarter notes, eighth notes, and quarter rests in rhythm syllables</p>	<ul style="list-style-type: none"> • Create and perform stationary beat motions • Develop ability to sense beat groups in songs and recorded music • Respond in movement to tempo in songs and recorded music • Create and perform beat motions with recordings • Create and perform traveling beat motions • Experience steady beats in groups of 2's and 3's 	<ul style="list-style-type: none"> • Initiate beat for group music activities • Demonstrate ability to maintain a steady beat while performing group music activities • Demonstrate ability to maintain a steady beat while echoing, spelling, creating and reading quarter notes, eighth notes, and quarter rests in rhythm syllables
Melody		
<p>Play up/down glissando and scale on mallet instruments</p> <p>Respond in movement to melodic direction</p> <p>Use a singing voice alone</p>	<ul style="list-style-type: none"> • Teacher-lead call and response songs using “microphone” technique • Respond in movement to melodic direction • Simple songs modeled by teacher, sung by class independently • Big things sound low, little things sound high -“Big Bear,” “Little Bear” • Introduce “scale songs” • Solo singing opportunities with signature chart for each song • Continue to sing an expanding repertoire of songs (folk/seasonal/multicultural/patriotic) • Experience solfege syllables and Curwen hand signs 	<ul style="list-style-type: none"> • Uses a singing voice alone in arioso • Plays up/down on ladder bells or glockenspiel held vertically • Plays up/down glissando and scale on mallet instruments

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Harmony		
Develop concept of proper care and technique for pitched and non-pitched percussion	<ul style="list-style-type: none"> • Play pitched and non-pitched percussion instruments • Use instruments/voices to accompany stories and songs 	<ul style="list-style-type: none"> • Demonstrate proper care and technique for musical instruments • Perform simple instrumental accompaniment
Form		
Label Introduction Label same/different as AB (ABA)	<ul style="list-style-type: none"> • Move to phrase 	<ul style="list-style-type: none"> • Label introduction and AB (ABA) form
Timbre		
Label loud and soft	<ul style="list-style-type: none"> • Introduce games and songs with dynamic changes 	<ul style="list-style-type: none"> • Demonstrate loud/soft
Responding		
Tracking the speaker (teacher) Respond immediately to STAR Acronym Appropriate acknowledgment of performers	<ul style="list-style-type: none"> • “STAR” acronym: Sit up straight and tall, Track the speaker, Always do your best, Raise your hand to speak • Use sign language and applause to acknowledge performances 	<ul style="list-style-type: none"> • Tracks the teacher • Responds immediately to the “STAR” acronym • Maintains STAR standards for performances

GRADE 2 GENERAL MUSIC CURRICULUM

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Rhythm		
<p>Move with the group while folk Dancing</p> <p>Echo, spell, create and read in rhythm syllables combinations of: quarter notes, eighth notes, quarter rests, and half notes.</p>	<ul style="list-style-type: none"> • Experience barline/double bar/measure • Ball bouncing, jumping rope, hand clapping • Introduce folk dance • Echo, spell, create, and read rhythms in groups of 2's and 3's • Practice writing rhythms 	<ul style="list-style-type: none"> • Demonstrate ability to move with the group beat • Demonstrate ability to move with the group in folk dance activities • Demonstrate ability to maintain a steady beat while echoing, spelling, creating and reading in rhythm syllables: quarter notes, eighth notes, quarter rests, and half notes.
Melody		
<p>Sing and match pitch in MRD Melodies</p> <p>Play simple melodies on pitched percussion instruments</p>	<ul style="list-style-type: none"> • Identify MRD as the first three steps of the scale using solfege syllables and hand signs. • Identify line/space notes on 5-line staff • Differentiate between step/skip on 5-line staff • Identify and sing MRD melodies from a 5-line staff with do on the 1st space • Play MRD patterns on pitched percussion instruments • Solo singing opportunities with signature chart for each song • Continue to sing an expanding repertoire of songs. (folk/seasonal/multicultural/patriotic) • Improvise arioso melodies 	<ul style="list-style-type: none"> • Uses a singing voice to perform simple songs alone • Plays up/down glissando and scale on mallet instruments • Identifies and accurately echoes vocal MRD patterns from notation on a 5-line staff • Reads MRD patterns from notation on a 5-line staff and performs on pitched percussion instruments

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Harmony		
Label ostinato Develop mallet technique	<ul style="list-style-type: none"> • Perform vocal and instrumental ostinato patterns • Play simple accompaniment using appropriate mallet technique • Experience Major/minor tonalities 	<ul style="list-style-type: none"> • Demonstrate appropriate mallet technique
Form		
Label ABC form	<ul style="list-style-type: none"> • Folk dancing • Create class rhythm compositions in ABC form 	<ul style="list-style-type: none"> • Respond in movement to ABC form
Timbre		
Label forte/piano Label pitched percussion (xylophone/metallophone/glockenspiel) Develop hand drum technique	<ul style="list-style-type: none"> • Describe forte/piano as loud and soft • Perform simple sound effects and rhythms on hand drums 	<ul style="list-style-type: none"> • Perform forte/piano • Identify pitched percussion (xylophone, metallophone/glockenspiel) • Demonstrate developing hand drum technique
Responding		
Track the speaker (another student) visually and aurally	<ul style="list-style-type: none"> • Use acronym such as “STAR” (Sit up straight and tall, Track the speaker, Always do your best, Raise your hand to speak) 	<ul style="list-style-type: none"> • Teacher observation during video clips and student sharing

GRADE 3 GENERAL MUSIC CURRICULUM

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Rhythm		
<p>Label whole, dotted half, half, quarter, and eighth notes and rests</p> <p>Label fast/slow as tempo</p> <p>Label accent, barline, measure, time signature</p>	<ul style="list-style-type: none"> • Move to and label notes and rests by name • Notation identification Tic Tac Toe • Identify barlines, double barlines, measures, and time signature • Worksheets, Tic Tac Toe, Around the World Game, Quiz Quiz Trade • Read rhythms on a rhythm map, incorporating D.C. al Coda, repeats 	<ul style="list-style-type: none"> • Identify notes and rests by name. • Identify barlines, double barlines, measures, and time signature • Accurately read rhythms incorporating D.C. al Coda, 1st and 2nd endings, and repeats
Melody		
<p>Identify staff, clef, treble clef and treble clef note names</p> <p>Identify and sing F and S</p> <p>Establish appropriate recorder technique</p>	<ul style="list-style-type: none"> • Sing and play on pitched percussion MRD patterns from a 5-line staff • Sing and play on pitched percussion SFMRD patterns from a 5-line staff • Quiz Quiz Trade, Around the World, Mad Minute Quizzes, Copy This and Floor Staff activities • Create original recorder pieces on B and A using quarter, eighth, and half notes. • Continue to sing an expanding repertoire of songs (folk/seasonal/multicultural/patriotic) 	<ul style="list-style-type: none"> • Sing pentatonic melodies in tune • Perform MRD patterns from a 5-line staff with Do on the 1st space and Do on the 2nd line on pitched percussion instruments • Identify staff, clef, treble clef, and treble clef note names • Read and play quarter, eighth and half note rhythms on B on soprano recorder

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Harmony		
Develop crossover technique on mallet instruments Label canon/round	<ul style="list-style-type: none"> • Sing songs in Major/minor tonalities • Play accompaniment using crossover technique on mallet instruments • Sing canons and rounds 	<ul style="list-style-type: none"> • Demonstrate the ability to play a crossover bordun • Demonstrate ability to sing in canon
Form		
Label Interlude Label rondo form Label D.C. al Fine Label coda Label Repeat sign Label 1st and 2 nd endings	<ul style="list-style-type: none"> • Create a rhythm rondo. 	<ul style="list-style-type: none"> • Demonstrate ability to follow a rhythm map
Timbre		
Label crescendo and Decrescendo Label orchestral string family Label orchestral percussion Family Label fermata	<ul style="list-style-type: none"> • Radio Game 	<ul style="list-style-type: none"> • Differentiate between crescendo and decrescendo • Differentiate between string and percussion instruments in recorded music

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Responding		
Differentiate between string and percussion instruments in recorded music	<ul style="list-style-type: none"> • Practice proper rehearsal etiquette when playing classroom instruments and recorder. • Listen to classmates' musical performances 	<ul style="list-style-type: none"> • Demonstrate rest position, floor position, ready position, and playing position with mallet instruments • Demonstrate rest position, floor position, ready position, and playing position with recorders • Demonstrate appropriate response to classmates' musical performances

GRADE 4 GENERAL MUSIC CURRICULUM

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Rhythm		
<p>Label sixteenth notes</p> <p>Label eighth rest</p> <p>Label pick up</p> <p>Echo, spell, create and read in rhythm syllables: quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, dotted half notes, eighth rests, and sixteenth notes.</p> <p>Count combinations of: quarter notes, eighth notes, quarter rests, half rests, whole notes, and dotted half notes.</p>	<ul style="list-style-type: none"> • Experience syncopation • Echo, spell, create, read in rhythm symbols and count • Experience conducting in 2 and 3 	<ul style="list-style-type: none"> • Accurately read rhythms including sixteenth notes in solfege syllables • Accurately count rhythms including: quarter notes, eighth notes and quarter rests. • Accurately count rhythms including: quarter notes, eighth notes and quarter rests while incorporating D. C. al Coda, 1st and 2nd endings, and repeats
Melody		
<p>Perform BAGED melodies on the recorder</p> <p>Identify and sing Major Scale with solfege syllables and hand signs</p>	<ul style="list-style-type: none"> • Identify solfege syllables in simple songs • Develop a recorder repertoire using songs that include BAGED using process of solfege/count rhythm, identify note names, sing, sing and finger, play • Practice reading melodic patterns using solfege syllables and note names from the floor staff. • Improvise and compose melodic phrases using BAGED on the recorder • Practice reading code words on the staff (BADGE, etc.) 	<ul style="list-style-type: none"> • Accurately sing ascending Major Scale on Solfege syllables • Read and play BAG patterns on recorder • Read and play BAGE patterns on recorder • Read and play BAGED patterns on the recorder

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Harmony		
Label Major/minor Sing in harmony	<ul style="list-style-type: none"> • Sing partner songs • Sing and play in canon/round 	<ul style="list-style-type: none"> • Demonstrate ability to distinguish Major/minor
Form		
Differentiate between forms	<ul style="list-style-type: none"> • Respond to various forms through dances and song 	<ul style="list-style-type: none"> • Demonstrates ability to distinguish a variety of musical forms
Timbre		
Label orchestral woodwind and brass instruments Label pianissimo/fortissimo	<ul style="list-style-type: none"> • Listen to different voices of the recorder family • Listen to selections of orchestral music and identify instruments of the woodwind/brass families • Demonstrations of woodwind/brass/string/percussion instruments by students 	<ul style="list-style-type: none"> • Identify woodwind/brass/string/percussion families in listening examples
Responding		
Critical listening/questioning	<ul style="list-style-type: none"> • Teacher-created rubric used by students to evaluate live and recorded performances • Round robin discussions in cooperative groups to encourage engagement in academic discourse • Practice formulating appropriate questions when evaluating performances using correct musical vocabulary 	<ul style="list-style-type: none"> • Critique teacher and/or recorded musical Performance • Critique classmates' recorder performances. • Critique own recorder performance

GRADE 5 GENERAL MUSIC CURRICULUM

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Rhythm		
<p>Create and notate a simple Phrase</p> <p>Count combinations of: quarter notes, eighth notes, quarter rests, half rests, whole notes, and dotted half notes.</p>	<ul style="list-style-type: none"> Echo, spell, create, read in rhythm symbols and count “Copy This” game with marker boards “Hot Seat” rhythmic dictation game Game Plan Grade 5 activities 	<ul style="list-style-type: none"> Accurately count rhythms including quarter notes, quarter rests and eighth notes while incorporating D. C. al Coda, 1st and 2nd endings, and repeats Accurately count rhythms including sixteenth notes Compose and perform a 4 measure rhythm utilizing quarter, eighth, sixteenth notes and, quarter rests
Melody		
<p>Play a D Major Scale on the soprano recorder</p>	<ul style="list-style-type: none"> Continue to sing an expanding repertoire of songs (folk/seasonal/multicultural/patriotic) Play C’ D’F#C#1 and D Major Scale on soprano recorder Use mats to symbolize degrees of the scale as students lead the class in singing and playing Improvise phrases on recorder Mad Minute recorder fingering quizzes Tic Tac Toe 	<ul style="list-style-type: none"> Read and play BAGED patterns on the recorder Read from the staff and finger on the recorder: C1, D1, C#1, F# Demonstrate ability to play a D Major scale on the soprano recorder
Harmony		
<p>Experience chord changes I–V</p> <p>Sing in parts</p>	<ul style="list-style-type: none"> Sing and play songs with a I-V accompaniment Play 2-part and 3-part recorder pieces Read hand signals in 2 parts 	<ul style="list-style-type: none"> Demonstrate part singing
Form		
<p>Label Theme and Variations</p>	<ul style="list-style-type: none"> Perform/create Theme and Variations 	<ul style="list-style-type: none"> Identify Theme and Variations

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Timbre		
<p>Label mezzo forte and mezzo piano</p> <p>Label orchestral families</p>	<ul style="list-style-type: none"> • Listen to selections of orchestral music and identify instruments of the woodwind/brass/string/percussion families • Demonstrations of woodwind/brass/string/percussion instruments by students 	<ul style="list-style-type: none"> • Identify changes in dynamics using appropriate vocabulary • Identify instruments of the woodwind/brass/string/percussion families in recordings
Responding		
<p>Concert etiquette for various Genres</p> <p>Utilize appropriate musical terminology to critique musical performances</p>	<ul style="list-style-type: none"> • Discuss appropriate concert etiquette for various genres • Discuss appropriate concert etiquette for various genres • NAFME National Core Music Standards Grade 5 Responding “Common Anchor 7, 8 and 9” rubrics http://musiced.nafme.org/files/2014/05/Core-Music-Standards-PreK-81.pdf • Music “doctor” and “specialist” groups • View online resources and discuss critiquing process and etiquette 	<ul style="list-style-type: none"> • Use teacher- created rubric to critique own recorder performance • Participate in group discussions to establish class criteria for critiquing performances. • Use class-created rubric to critique recorded and live musical performances.

MIDDLE SCHOOL SEGMENT

ART ELECTIVE

Length: One Quarter

Prerequisite: None

Course Description: Exploring Art is a survey of art experiences designed for seventh graders. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, pottery, digital photography, videography and portfolio development. They also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art

Essential Learnings - Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Begin to Understand and Apply the Creative Process and Produce Original Art

- Choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self motivation and developing the ability to meet personal learning goals
- efficient use of class time
- credibility and accuracy of visual and written resources
- avoiding plagiarism, copyright violations and following rules for digital citizenship and a standard format for citation

PRESENTING:

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection

- sign, mount, mat, frame, crop, photo, and edit artwork; add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent
- generate thoughtful and respectful responses

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present including Alaska Native cultures and indigenous people
- create art in the style of influential artists
- Perceiving Beauty and Meaning Through Art
- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living
- understand that art education and design skills apply to multiple career fields

BAND ELECTIVE

Length: One Quarter to One Year

Prerequisite: None

Course Description: This course is designed for students interested in beginning level instruction on flute, clarinet, oboe, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion instruments (orchestra bells, xylophone, snare drum, bass drum, and other percussion accessory instruments). Students will receive instruction on tone production, music reading skills, basic music theory, and instrument care.

Core Conceptual Objective: Students will demonstrate instrumental music performance skills (expression, technique, repertoire, imitation, group playing, improvisation, and composition) through a varied repertoire.

Content and Skills:

By the end of this grade/course students should know:

- Characteristic position and posture
- Development of characteristic embouchure for woodwind and brass
- Characteristic grip for percussion
- How to utilize proper breathing skills
- How to play note patterns in quarter notes MM=100, scale patterns, thirds, arpeggio, tonic triad and dominant 7th
- How to perform rhythm patterns: whole, half, quarter, eighth, dotted quarter, dotted half and corresponding rests
- How to play scales in the keys: Major: B flat, E flat, F Minor: g General chromatic: One octave
- How to echo five-note combinations of increasing complexity on instruments
- How to create and perform a rhythm by combining half notes, quarter notes, and eighth notes
- How to improvise simple rhythmic variations
- How to compose or write a rhythm using half, quarter, eighth note rhythms
- How to perform beginning level time signatures, dynamics, articulations, and tempo markings on instrument

By the end of this grade/course students should be able to:

- Demonstrate characteristic position and posture for their specific instrument
- Demonstrate a characteristic embouchure for their specific instrument
- Demonstrate a characteristic matched grip for percussion
- Play a 2 measure phrase without breath at moderato in 4/4 time demonstrating awareness of 4 measure phrase structure
- Demonstrate rhythmic, melodic, and harmonic precision
- Demonstrate note patterns in quarter notes MM=100, scale patterns, thirds, arpeggio, tonic triad and dominant 7th .

- Demonstrate rhythm patterns: whole, half, quarter, eighth, dotted quarter, dotted half and corresponding rests
- Demonstrate scales in the keys: Major: B flat, E flat, F Minor: g General chromatic: One octave
- Echo five-note combinations of half-note and quarter-note rhythmic and melodic patterns of increasing complexity on instruments
- Create and perform a rhythm by combining half notes, quarter notes, and eighth notes
- Improvise simple rhythmic variations in a consistent style and meter
- Compose or write a rhythm by combining half notes, quarter notes, and eighth notes
- Perform beginning level time signatures, dynamics, articulations, and tempo markings on instrument

“SCHOOL OF ROCK” ELECTIVE

Length: One Quarter

Prerequisite: None

Course Description:

Objectives:

Under Construction

DRAMA ELECTIVE

Length: One Quarter

Prerequisite: None

Course Description:

Drama is intended as an overview to dramatic and theatrical arts. Students are introduced to basic theatrical, stage and film terminology; the origins of Western Theatre; an overview of professional theatre in the United States; basic elements and principles of theatrical performance and technologies; and the process of constructive critique.

Essential Questions: Communication

Does the Student ...

- Understand theatre etiquette, both stage and audience?
- Understand the terminology of stage directions and movement?
- Have a developed awareness of body language, facial expression and gesture as a means of communication?
- Understand the principles of pantomime (non-verbal communication to tell a story)?
- Understand the principles of physical improvisation?
- Understand how to objectively critique a theatrical performance?
- Understand theatre applications in real life scenarios?
- Understand the process and principles of character development?

Learning Targets: Communication

Students will be able to ...

- Demonstrate an awareness of the ways the body and face communicates to an audience
- Demonstrate physical and vocal warm-up for the performer
- Demonstrate an understanding of stage composition, relationships, and plot
- Discuss and demonstrate proper audience etiquette and proper backstage & on-stage etiquette
- Demonstrate communication of human emotions, character relationships, and physicalization through improvisation, pantomime, and scene performance
- Demonstrate an understanding of basic stage movement
- Demonstrate an understanding of communicating a story through verbal and non-verbal communication
- Demonstrate skills of scene writing

Essential Questions: Technical Theater

Does the Student ...

- Understand the function and use of sets & props?
- Understand the function and use of costumes & makeup?
- Understand the function and use of sound & lighting?
- Understand the function and use of publicity?
- Understand the relationship between music/sound and performance?
- Understand the roles of producer, director, choreographer, and stage manager?

Learning Targets: Technical Theater

Students will be able to ...

- Demonstrate knowledge of three stages: arena, proscenium, and thrust
- Demonstrate knowledge of basic set design
- Create prop lists and understand how to organize a prop table
- Recognize the importance of stage makeup and basic application thereof
- Demonstrate knowledge of various sound effects
- Demonstrate knowledge of various lighting techniques
- Demonstrate knowledge of various musical effects
- Create various publicity materials

HIGH SCHOOL SEGMENT

Art I and II

The art class will consist of different activities designed to introduce you to a variety of art and craft skills. There may be daily assignments, projects, as well as homework. There will be items you will need to bring from home- containers for paint and water, an old shirt or apron to protect clothes. Other items will be announced throughout the year.

Grading will be based on the following:

50% Daily Assignments (includes on-task, clean-up, using materials wisely)

Students may earn 10 points/day for being on task- Missing a class for any reason will result in a loss of points for on-task. However, when the reason for late or absence is excused, ALL POINTS MAY BE MADE UP outside of class within that quarter. Please see me for ways to make up points if you cannot be there after school.

50% Projects and assignments

Class Time/Routine

- Work on art projects or daily assignments in class.
- Art, by nature, tends to be messy. Everyone will be responsible to help clean the room BEFORE the end of the class period.
- Check out and return equipment used in time put things away in an orderly manner.

Absences

You will be expected to work on assignment outside of class if possible; sometimes, given the medium, that is not easily done; therefore, you may need to arrange for make-up time before or after the school day.

Class Rules

Do your best- in other words, be prepared and use class time wisely.

Be respectful- in other words, do not talk when the teacher or a peer is addressing the class.

Other examples to illustrate these rules will be discussed in class.

We may be covering... (Given time, space, and materials- not in this order)

- Introduction to design (small assignments in color, balance, perspective...)
- silk painting
- Drawing- basics
- Face Painting
- Mosaic or stained glass
- Drawing portraits (pencil/charcoal) AND/OR pastels
- Painting
- Clay-
- Jewelry
- Thinking about..... Calligraphy... or other topics according to interest of class.)

Pottery

Course Description

Working with clay, students will create works of art using a variety of techniques for both hand-built and wheel-thrown clay pieces. Students will learn several basic building methods and techniques for creating pieces. Students will identify and use basic tools to create pottery and understand the transformation of clay from its wet state to greenware, to bisque, to final glaze firing. Students will use various surface decorative techniques on their projects. Although students do progress at different rates within a pottery class, all students will be responsible to consistently work toward improving techniques and developing quality artistic expressions.

Grading will take into consideration Daily Assignments, Projects, Participation, and Time on task. The categories are different than the academic classes. Currently 40% of the grade is participation and 60% are assignments and projects.

A final photo portfolio of your work will be due at the end of each quarter.

Class Time/Routine

- Work on art projects or daily assignments in class.
- Art, by nature, tends to be messy. Everyone **will be responsible to help clean** the room **BEFORE** the end of the class period. ALWAYS wipe your feet before you leave the room. Points will be deducted for leaving our materials, not putting your project away, or cleaning up areas you used that class period.
- It would be a good idea to bring an old shirt to wear during class.
- Always wrap up your work in plastic bags and put it in the cupboard; other classes share the room. Be courteous.
- Do not put clay in the regular sink; use the CINK to wash clay away.
- Please make sure that you use the sieve in the regular sink when you wash your hands in the sink in front of the class.
- Check out and return equipment used in time put things away in an orderly manner.
- You will need containers for water and perhaps other items to make molds, stamps, or otherwise work on your projects.

Absences

You will be expected to make up work for time missed. Pottery, being a studio class is very difficult to make up outside of the clay room. Please talk with Mrs. Barlow if you are going to be on an extended absence.

Additional Classroom Expectations

- Be in your seat when the bell rings ready to engage.
- If I do not unlock the cupboard when I come in, that signals that I want to talk to the class prior to starting your work. Please be in your seats, ready to listen.
- Speak in a respectful way at the appropriate time.

Pottery

- Be on task and do not interfere with the education of others.
 - Use your computers only when the teacher has granted permission.
 - Cells phones are to be stored in the pockets provided. If you leave your phone in your lockers, you are not to access it during passes use.
 - Be courteous and do not walk around in the classroom to sharpen your pencil, turn in a paper, or put trash away while the teacher or a peer is addressing the class. Wait a few moments for work time or a transition time or better yet, sharpen a few pencils before the tardy bell rings.
 - Please place backpacks and other materials not relevant to the current activity, topic, or studies at handout of the way - not on the desk or on the floor where we might trip over them.
-

CHOIR

Length: One or Two Semesters

Prerequisite: None

Course Description:

Membership in this choral group is open to any student who has the desire to sing in a group setting. Students will learn proper vocal techniques required for effective performance of selected literature. Students will study and perform music ranging from Broadway to the classics. Students are required to participate in all concerts, extra rehearsals and special events that contribute to the musical life of the school.

Course Outcomes:

The Student will be able to ...

- Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty of level 4, on a scale of 1 to 6, including some songs performed from memory
- Sing music ensemble music for up to four parts, with and without accompaniment
- Demonstrate well-developed ensemble skills
- Sing in small ensembles, with one student on a part
- Demonstrate the ability to read a vocal score by describing how the elements of music are used
- Sight-read, accurately and expressively
- Use standard and other notational systems to record their musical ideas and the musical ideas of others
- 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
- Demonstrate extensive knowledge of the technical vocabulary of music
- Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work
- Give examples of other works that make similar uses of these devices and techniques
- Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music
- Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models
- Describe distinguishing characteristics of representative

music genres and styles from a variety of cultures

- Classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (high quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary

BAND

Length: One or Two Semesters

Prerequisite: None

Course Description:

Membership in the band is open all woodwind brass, and percussion players. Students will learn the language, skills, habits, and techniques necessary for effective musical expression. Quality band literature will also be studied and performed. Students are required to attend all concerts, performances, and contribute to the musical life of the school.

Course Outcomes:

The Student will be able to ...

- Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level difficulty of 4, on a scale of 1 to 6
- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- Perform in small ensembles with one student on a part
- Demonstrate the ability to read an instrumental score by describing how the elements of music are used
- Demonstrate the ability to read a vocal score by describing how the elements of music are used
- Sight-read, accurately and expressively
- Use standard and other notational systems to record their musical ideas and the musical ideas of others
- Analyze examples of a varied repertoire of music representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- Demonstrate extensive knowledge of the technical vocabulary of music
- Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work
- Give examples of other works that make similar uses of these devices and techniques
- Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music
- Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (high quality

and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary

DRAMA

Length: One or Two Semesters

Prerequisite: None

Course Description:

In the Drama offering, students explore the fundamentals of acting as the actor uses his voice, mind, and body, through the utilization of exercises and games, through which the students develop ensemble and individual performance skills. Students understand basics of auditioning and must audition for one high school play, either in an acting or supportive role, or in stage crew capacity.

Essential Questions: Communication

Does the Student ...

- Understand theatre etiquette, both stage and audience?
- Understand the terminology of stage directions and movement?
- Have a developed awareness of body language, facial expression and gesture as a means of communication?
- Understand the principles of pantomime (non-verbal communication to tell a story)?
- Understand the principles of physical improvisation?
- Understand the relationship between music/sound and performance?
- Understand theatre applications in real life scenarios?
- Understand the process and principles of character development?

Learning Targets: Communication

Students will be able to ...

- Demonstrate an awareness of the ways the body and face communicates to an audience
- Demonstrate physical and vocal warm-up for the performer
- Demonstrate an understanding of stage composition, relationships, and plot
- Discuss and demonstrate proper audience etiquette and proper backstage & on-stage etiquette
- Demonstrate communication of human emotions, character relationships, and physicalization through improvisation, pantomime,
- Demonstrate an understanding of basic stage movement
- Demonstrate an understanding of communicating a story through script work and other media

Essential Questions: Creative Reading and Writing

Does the Student ...

- Understand the different genres of theatre?

- Recognize leading playwrights in theatre?
- Understand the application of structure in play format?
- Understand & apply thematic statements?
- Understand character analysis, objectives, and subtext?
- Understand the application of critiquing theatre?

Learning Targets: Creative Reading and Writing

Students will be able to ...

- Demonstrate knowledge of the different forms of comedy including satire, absurdist and farce.
- Demonstrate an understanding of the elements of tragedy.
- Demonstrate an understanding of the relationship between antagonist and protagonist.
- Demonstrate knowledge of literary play structure including plot, conflict and resolution.
- Recognize playwright's voice through thematic statement.
- Demonstrate an understanding of communicating a story through script work and other media

Essential Questions: Theater History

Does the Student ...

- Understand the cultural heritage of Greek theatre festivals and how it applies to today (birth of theatre for pleasure from religious origins)
- Understand the contributions of Aristotle and the Greek tragedians and satirists
- Understand the historical foundations of the physical theater space, costuming and staging
- Understand the development and characteristics of theatre periods and their impact on present day theatre?
- Understand and interpret the language of the period?

Learning Targets: Theater History

Students will be able to ...

- Demonstrate an understanding of the contributions of ancient Greek culture to present theatre practices.
- Demonstrate an understanding of the major playwrights, language and themes of each historical period.
- Demonstrate an understanding of play structure and Aristotle's POETICS.
- Demonstrate an understanding of the social, economic, political and religious influences of society on theatre
- Recognize the types of play forms and the methods of presentation.
- Understand the importance of period costuming, staging and scenery

Essential Questions: Technical Theater

Does the Student ...

- Understand the different types of stages?

- Understand the function and use of sets & props?
- Understand the function and use of costumes & makeup?
- Understand the function and use of sound & lighting?
- Understand the function and use of publicity?

Learning Targets: Technical Theater

Students will be able to ...

- Demonstrate knowledge of stages in relationship to performance requirements.
- Recognize and demonstrate the concept of set design as it applies to a specific production.
- Recognize and demonstrate set construction from build to strike
- Recognize the importance of different design team including set, costumes, props, lighting and sound.
- Recognize the necessity of running crews including backstage, booth and front-of-house
- Recognize and demonstrate publicity design through marketing, poster, flier, feature article, press release, program, ticketing and budget

K-12
SEALS PROGRAM

Goals of SEALS Program Instruction

Through the K-12 SEALS program CCSD seeks to:

- Introduce students to art and culture, with a particular emphasis on the local community's cultural heritage and artistic traditions. All local native cultures are included in this emphasis.
- Help students develop life skills in artistic expression and provide opportunities for students to engage in the creative process.
- Encourage students to become aware and knowledgeable concerning their own culture and heritage. Help students to be informed and find a sense of belonging to a larger community as a part of their cultural identity.
- Preserve and pass on elements of the student's cultural heritage to future generations.
- Teach the appreciation of all cultures as a part of strengthening and growing an appreciation of their own culture.

The CCSD SEALS program addresses learning in the following methods.

Introduction

Introduce students to concepts of native arts through exposure to works of accomplished artists and cultural historians of all eras. This introduction is intended to stimulate student interest in the creation of art works of their own design and to generate a desire to study about the history and traditions of their own cultures. At each grade level, students will be able to build upon previous learning and experience to enhance their skills and knowledge base.

Specific Goals

- Learn about local culture, traditions, values, language, and art.
- Compare the various different cultures in Alaska, the US, and the World.
- Develop a respect for the differences in individual cultures.
- Be able to describe the importance of art in culture.
- Understand the effects of seasons, environments, and passage of time on the development of culture.
- Learn from local elders about their individual cultures.

Demonstration

Students will demonstrate their learning of culture through the production of individual and group art projects. This portion of the learning process will include the development of skills in designing and produces a variety of art forms that reflect traditional, historical, and utilitarian purposes. Learning will also include developing the ability to use traditional tools and materials in the production of art work.

Specific Goals

- Develop the skills to use traditional tools and materials to create art work.
- Gain a lasting appreciation for artistic expression and creativity.

- Work collaboratively to create works of art.
- Learn self-discipline and perseverance through the creative process of practice, revision, and refinement.
- Develop a strong sense of community and heritage
- Strengthen creative and problem-solving skills

Analysis

Students will develop the ability to examine and describe the qualities of their own work as well as that of other artists.

Specific Goals

- Apply the principles of analysis to describe and evaluate art.
- Study contemporary Alaskan and world art as a comparative to the student's own art pieces.
- Understand the elements of local culture (values, beliefs, and traditions, etc.) and how these affect the student, the community, and the world.
- Describe the effects of the environment and their impact on and value to the local culture.
- Explain how the student's culture and art can be applied to the development of life skills.

APPENDIX



A. CREATE

Imagine and develop artistic ideas and work

- ▶ Anchor Standard #1: Generate and conceptualize artistic ideas and work
- ▶ Anchor Standard #2: Organize and develop artistic ideas and work
- ▶ Anchor Standard #3: Refine and complete artistic work

B. PRESENT

Interpret and share artistic work

- ▶ Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production
- ▶ Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production
- ▶ Anchor Standard #6: Perform, present, and/or produce artistic work

C. RESPOND

Understand and evaluate how the arts convey meaning

- ▶ Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions
- ▶ Anchor Standard #8: Interpret intent and meaning in artistic work
- ▶ Anchor Standard #9: Apply criteria to evaluate artistic work

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

- ▶ Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- ▶ Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

VISUAL ARTS - Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr1.1.PKa	VA:Cr1.1.Ka	VA:Cr1.1.1a	VA:Cr1.1.2a	VA:Cr1.1.3a	VA:Cr1.1.4a	VA:Cr1.1.5a	VA:Cr1.1.6a	VA:Cr1.1.7a	VA:Cr1.1.8a	VA:Cr1.1.Ia	VA:Cr1.1.IIa	VA:Cr1.1.IIIa
Engage in self-directed play with materials .	Engage in exploration and imaginative play with materials .	Engage collaboratively in exploration and imaginative play with materials .	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media .	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr1.2.PKa	VA:Cr1.2.Ka	VA:Cr1.2.1a	VA:Cr1.2.2a	VA:Cr1.2.3a	VA:Cr1.2.4a	VA:Cr1.2.5a	VA:Cr1.2.6a	VA:Cr1.2.7a	VA:Cr1.2.8a	VA:Cr1.2.Ia	VA:Cr1.2.IIa	VA:Cr1.2.IIIa
Engage in self-directed, creative making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices , following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept .

Investigate - Plan - Make

Anchor Standard 2: Organize and develop artistic ideas and work.												
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches												
Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr2.1.PKa	VA:Cr2.1.Ka	VA:Cr2.1.1a	VA:Cr2.1.2a	VA:Cr2.1.3a	VA:Cr2.1.4a	VA:Cr2.1.5a	VA:Cr2.1.6a	VA:Cr2.1.7a	VA:Cr2.1.8a	VA:Cr2.1.1a	VA:Cr2.1.11a	VA:Cr2.1.13a
Use a variety of art-making tools	Through experimentation, build skills in various media and approaches to art-making.	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials .	Explore and invent art-making techniques and approaches.	Experiment and develop skills in multiple art-making techniques and approaches through practice.	Demonstrate openness in trying new ideas, materials , methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials , methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept .
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.												
Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr2.2.PKa	VA:Cr2.2.Ka	VA:Cr2.2.1a	VA:Cr2.2.2a	VA:Cr2.2.3a	VA:Cr2.2.4a	VA:Cr2.2.5a	VA:Cr2.2.6a	VA:Cr2.2.7a	VA:Cr2.2.8a	VA:Cr2.2.1a	VA:Cr2.2.11a	VA:Cr2.2.13a
a. Share materials with others.	a. Identify safe and non-toxic art materials , tools, and equipment.	Demonstrate safe and proper procedures for using materials , tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials , tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials , tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials , tools, and equipment.	Explain environmental implications of conservation, care, and clean-up of art materials , tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials , tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials , tools, and equipment in the creation and circulation of creative work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.												
Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr2.3.PKa	VA:Cr2.3.Ka	VA:Cr2.3.1a	VA:Cr2.3.2a	VA:Cr2.3.3a	VA:Cr2.3.4a	VA:Cr2.3.5a	VA:Cr2.3.6a	VA:Cr2.3.7a	VA:Cr2.3.8a	VA:Cr2.3.1a	VA:Cr2.3.11a	VA:Cr2.3.13a
Create and tell about art that communicates a story about a familiar place or object.	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose objects to make something new.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	Document, describe, and represent regional constructed environments.	Identify, describe, and visually document places and/or objects of personal significance.	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design , or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Investigate

Anchor Standard 3: Refine and complete artistic work.													
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.													
Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?													
	Pre K VA:Cr3.1.PKa	Kindergarten VA:Cr3.1.Ka	1st VA:Cr3.1.1a	2nd VA:Cr3.1.2a	3rd VA:Cr3.1.3a	4th VA:Cr3.1.4a	5th VA:Cr3.1.5a	6th VA:Cr3.1.6a	7th VA:Cr3.1.7a	8th VA:Cr3.1.8a	HS Proficient VA:Cr3.1.Ia	HS Accomplished VA:Cr3.1.IIa	HS Advanced VA:Cr3.1.IIIa
Reflect - Refine - Continue	Share and talk about personal artwork.	Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices in art-making.	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VISUAL ARTS - Presenting

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

	Pre K VA:Pr4.1.PKa	Kindergarten VA:Pr4.1.Ka	1st VA:Pr4.1.1a	2nd VA:Pr4.1.2a	3rd VA:Pr4.1.3a	4th VA:Pr4.1.4a	5th VA:Pr4.1.5a	6th VA:Pr4.1.6a	7th VA:Pr4.1.7a	8th VA:Pr4.1.8a	HS Proficient VA:Pr4.1.Ia	HS Accomplished VA:Pr4.1.IIa	HS Advanced VA:Pr4.1.IIIa
Select	Identify reasons for saving and displaying objects, artifacts, and artwork.	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving , maintaining, and presenting objects, artifacts, and artwork.	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and curate artifacts and/or artworks for presentation and preservation .	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

	Pre K VA:Pr5.1.PKa	Kindergarten VA:Pr5.1.Ka	1st VA:Pr5.1.1a	2nd VA:Pr5.1.2a	3rd VA:Pr5.1.3a	4th VA:Pr5.1.4a	5th VA:Pr5.1.5a	6th VA:Pr5.1.6a	7th VA:Pr5.1.7a	8th VA:Pr5.1.8a	HS Proficient VA:Pr5.1.Ia	HS Accomplished VA:Pr5.1.IIa	HS Advanced VA:Pr5.1.IIIa
Analyze	Identify places where art may be displayed or saved.	Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation .	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements , for presentation.	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats .	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	Individually or collaboratively , develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Based on criteria , analyze and evaluate methods for preparing and presenting art.	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods for preserving and protecting art.

Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Pre K VA:Pr6.1.PKa	Kindergarten VA:Pr6.1.Ka	1st VA:Pr6.1.1a	2nd VA:Pr6.1.2a	3rd VA:Pr6.1.3a	4th VA:Pr6.1.4a	5th VA:Pr6.1.5a	6th VA:Pr6.1.6a	7th VA:Pr6.1.7a	8th VA:Pr6.1.8a	HS Proficient VA:Pr6.1.Ia	HS Accomplished VA:Pr6.1.IIa	HS Advanced VA:Pr6.1.IIIa
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Share	Identify where art is displayed both inside and outside of school.	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
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VISUAL ARTS - Responding

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

	Pre K VA:Re.7.1.Pka	Kindergarten VA:Re.7.1.Ka	1st VA:Re.7.1.1a	2nd VA:Re.7.1.2a	3rd VA:Re.7.1.3a	4th VA:Re.7.1.4a	5th VA:Re.7.1.5a	6th VA:Re.7.1.6a	7th VA:Re.7.1.7a	8th VA:Re.7.1.8a	HS Proficient VA:Re.7.1.Ia	HS Accomplished VA:Re.7.1.IIa	HS Advanced VA:Re.7.1.IIIa
Recognize art in one's environment.	Identify uses of art within one's personal environment.	Select and describe works of art that illustrate daily life experiences of one's self and others.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.	Compare responses to a work of art before and after working in similar media .	Compare one's own interpretation of a work of art with the interpretation of others.	Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life.	

Perceive

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

	Pre K VA:Re.7.2.Pka	Kindergarten VA:Re.7.2.Ka	1st VA:Re.7.2.1a	2nd VA:Re.7.2.2a	3rd VA:Re.7.2.3a	4th VA:Re.7.2.4a	5th VA:Re.7.2.5a	6th VA:Re.7.2.6a	7th VA:Re.7.2.7a	8th VA:Re.7.2.8a	HS Proficient VA:Re.7.2.Ia	HS Accomplished VA:Re.7.2.IIa	HS Advanced VA:Re.7.2.IIIa
Distinguish between images and real objects.	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties .	Determine messages communicated by an image .	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery .	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	Analyze how one's understanding of the world is affected by experiencing visual imagery .	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.	

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

	Pre K VA:Re8.1.Pka	Kindergarten VA:Re8.1.Ka	1st VA:Re8.1.1a	2nd VA:Re8.1.2a	3rd VA:Re8.1.3a	4th VA:Re8.1.4a	5th VA:Re8.1.5a	6th VA:Re8.1.6a	7th VA:Re8.1.7a	8th VA:Re8.1.8a	HS Proficient VA:Re8.1.Ia	HS Accomplished VA:Re8.1.IIa	HS Advanced VA:Re8.1.IIIa
Analyze	Interpret art by identifying and describing subject matter.	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the characteristics of form .	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form .	Interpret art by analyzing use of media to create subject matter, characteristics of form , and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form , and use of media .	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media , art-making approaches , and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts .	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

	Pre K VA:Re9.1.Pka	Kindergarten VA:Re9.1.Ka	1st VA:Re9.1.1a	2nd VA:Re9.1.2a	3rd VA:Re9.1.3a	4th VA:Re9.1.4a	5th VA:Re9.1.5a	6th VA:Re9.1.6a	7th VA:Re9.1.7a	8th VA:Re9.1.8a	HS Proficient VA:Re9.1.Ia	HS Accomplished VA:Re9.1.IIa	HS Advanced VA:Re9.1.IIIa
Interpret	Select a preferred artwork.	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria .	Apply one set of criteria to evaluate more than one work of art.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts .	Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria .	Create a convincing and logical argument to support an evaluation of art.	Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria .

VISUAL ARTS - Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

	Pre K VA:Cn10.1.Pka	Kindergarten VA:Cn10.1.Ka	1st VA:Cn10.1.1a	2nd VA:Cn10.1.2a	3rd VA:Cn10.1.3a	4th VA:Cn10.1.4a	5th VA:Cn10.1.5a	6th VA:Cn10.1.6a	7th VA:Cn10.1.7a	8th VA:Cn10.1.8a	HS Proficient VA:Cn10.1.Ia	HS Accomplished VA:Cn10.1.IIa	HS Advanced VA:Cn10.1.IIIa
Synthesize	Explore the world using descriptive and expressive words and art-making.	Create art that tells a story about a life experience.	Identify times, places, and reasons by which students make art outside of school.	Create works of art about events in home, school, or community life.	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions .	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

	Pre K VA:Cn11.1.Pka	Kindergarten VA:Cn11.1.Ka	1st VA:Cn11.1.1a	2nd VA:Cn11.1.2a	3rd VA:Cn11.1.3a	4th VA:Cn11.1.4a	5th VA:Cn11.1.5a	6th VA:Cn11.1.6a	7th VA:Cn11.1.7a	8th VA:Cn11.1.8a	HS Proficient VA:Cn11.1.Ia	HS Accomplished VA:Cn11.1.IIa	HS Advanced VA:Cn11.1.IIIa
Relate	Recognize that people make art.	Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, and culture in which a work of art was created.	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts .	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Music

CREATING		Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.☐ Essential Question(s): How do musicians generate creative ideas?										CREATING				
		Pre K (MU:Cr1.1.PK)	Kindergarten (MU:Cr1.1.K)	1 st (MU:Cr1.1.1)	2 nd (MU:Cr1.1.2)	3 rd (MU:Cr1.1.3)	4 th (MU:Cr1.1.4)	5 th (MU:Cr1.1.5)	6 th (MU:Cr1.1.6)	7 th (MU:Cr1.1.7)	8 th (MU:Cr1.1.8)	HS Proficient	HS Accomplished	HS Advanced		
Imagine	<p>a With substantial guidance, explore and experience a variety of music.</p>	<p>a With guidance, explore and experience <i>music concepts</i> (such as beat and melodic contour).</p>	<p>a With limited guidance, create musical ideas (such as answering a <i>musical question</i>) for a specific purpose.</p>	<p>a <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific purpose.</p>	<p>a <i>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context</i> (such as personal and social).</p>	<p>a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context</i> (such as social and cultural).</p>	<p>a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context</i> (such as social, cultural, and historical).</p>	<p>a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p>	<p>a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p>	<p>a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including <i>introductions, transitions, and codas</i>) that convey expressive intent.</p>						
	<p>b With guidance, explore and experience a variety of music.</p>	<p>b With guidance, generate musical ideas (such as movements or motives).</p>	<p>b With limited guidance, generate musical ideas in <i>multiple tonalities</i> (such as major and minor) and meters (such as <i>duple and triple</i>).</p>	<p>b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as <i>duple and triple</i>).</p>	<p>b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p>	<p>b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within <i>related tonalities</i> (such as major and minor) and meters.</p>	<p>b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p>									

CREATING	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?										CREATING		
	Pre K (MU:Cr2.1.PK)	Kindergarten (MU:Cr2.1.K)	1 st (MU:Cr2.1.1)	2 nd (MU:Cr2.1.2)	3 rd (MU:Cr2.1.3)	4 th (MU:Cr2.1.4)	5 th (MU:Cr2.1.5)	6 th (MU:Cr2.1.6)	7 th (MU:Cr2.1.7)	8 th (MU:Cr2.1.8)		HS Proficient	HS Accomplished
Plan and Make	a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations , or instrumental accompaniments).	a With guidance, demonstrate and choose favorite musical ideas .	a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent .	a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .	a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent , and explain connection to purpose and context .	a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent , and explain connection to purpose and context .	a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent .	a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent .	a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent .			
	b – With substantial guidance , select and keep track of the order for performing original musical ideas , using iconic notation and/or recording technology.	a With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b With limited guidance , use iconic or standard notation and/or recording technology to document and organize personal musical ideas .	b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas .	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases , melodic phrases , and two-chord harmonic musical ideas .	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases , melodic phrases , and harmonic sequences .	b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases , melodic phrases , and harmonic sequences .			
CREATING	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?										CREATING		
	Pre K (MA:Cr3.1.PK)	Kindergarten (MU:Cr3.1.K)	1 st (MU:Cr3.1.1)	2 nd (MU:Cr3.1.2)	3 rd (MU:Cr3.1.3)	4 th (MU:Cr3.1.4)	5 th (MU:Cr3.1.5)	6 th (MU:Cr3.1.6)	7 th (MU:Cr3.1.7)	8 th (MU:Cr3.1.8)		HS Proficient	HS Accomplished
Evaluate and Refine	a With substantial guidance , consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas .	a - With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas .	a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas .	a Interpret and apply personal, peer, and teacher feedback to revise personal music .	a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback .	a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time .	a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes .	a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources .	a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources .	a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources .			
								b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	b Describe the rationale for refining works by explaining the choices, based on evaluation criteria .			

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication													
Essential Question(s): When is creative work ready to share?													
	Pre K (MU:Cr3.2.PK)	Kindergarten (MU:Cr3.2.K)	1 st (MU:Cr3.2.1)	2 nd (MU:Cr3.2.2)	3 rd (MU:Cr3.2.3)	4 th (MU:Cr3.2.4)	5 th (MU:Cr3.2.5)	6 th (MU:Cr3.2.6)	7 th (MU:Cr3.2.7)	8 th (MU:Cr3.2.8)	HS Proficient	HS Accomplished	HS Advanced
Present	a With substantial guidance, share revised personal musical ideas with peers.	a With guidance, demonstrate a final version of personal musical ideas to peers.	a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Present the final version of personal created music to others, and describe connection to expressive intent .	a Present the final version of personal created music to others, and explain connection to expressive intent .	a Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent .	a Present the final version of their documented personal composition or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent .	a Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent .	a Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent .			
Present													

Music

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.														
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.														
Essential Question(s): How do performers select repertoire?														
PERFORMING	Pre K (MU:Pr4.1.PK)	Kindergarten (MU:Pr4.1.K)	1 st (MU:Pr4.1.1)	2 nd (MU:Pr4.1.2)	3 rd (MU:Pr4.1.3)	4 th (MU:Pr4.1.4)	5 th (MU:Pr4.1.5)	6 th (MU:Pr4.1.6)	7 th (MU:Pr4.1.7)	8 th (MU:Pr4.1.8)	HS Proficient	HS Accomplished	HS Advanced	PERFORMING
Select	a With substantial guidance, demonstrate and state preference for varied musical selections.	a With guidance, demonstrate and state personal interest in varied musical selections.	a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context .	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context , as well as their personal and others' technical skill .	a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context , and explain why each was chosen.	a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges , and reasons for choices.	a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context , and explain expressive qualities, technical challenges , and reasons for choices.				Select
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.														
Essential Question(s): How does understanding the structure and context of musical works inform performance?														
ANALYZE	Pre K (MU:Pr4.2.PK)	Kindergarten (MU:Pr4.2.K)	1 st (MU:Pr4.2.1)	2 nd (MU:Pr4.2.2)	3 rd (MU:Pr4.2.3)	4 th (MU:Pr4.2.4)	5 th (MU:Pr4.2.5)	6 th (MU:Pr4.2.6)	7 th (MU:Pr4.2.7)	8 th (MU:Pr4.2.8)	HS Proficient	HS Accomplished	HS Advanced	ANALYZE
Analyze	a With substantial guidance, explore and demonstrate awareness of musical contrasts.	a With guidance, explore and demonstrate awareness of music contrasts (such as <i>high/low, loud/soft, same/different</i>) in a variety of music selected for performance .	a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance .	a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance .	a Demonstrate understanding of the structure in music selected for performance .	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance .	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance .	a Explain how understanding the structure and the elements of music are used in music selected for performance .	a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	a Compare the structure of contrasting pieces of music selected for performance , explaining how the elements of music are used in each.				Analyze
			b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation .	b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation .	b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation .	b When analyzing selected music, read and perform using iconic and/or standard notation .	b When analyzing selected music, read and perform using standard notation .	b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics .	b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form .	b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation .				
				c Describe how context (such as personal and social) can inform a performance .	c Explain how context (such as social and cultural) informs a performance .	c Explain how context (such as social, cultural, and historical) informs performances .	c Identify how cultural and historical context inform performances .	c Identify how cultural and historical context inform performances and result in different music interpretations .	c Identify how cultural and historical context inform performances and result in different musical effects .					

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?													
	Pre K (MU:Pr4.3.PK)	Kindergarten (MU:Pr4.3.K)	1 st (MU:Pr4.3.1)	2 nd (MU:Pr4.3.2)	3 rd (MU:Pr4.3.3)	4 th (MU:Pr4.3.4)	5 th (MU:Pr4.3.5)	6 th (MU:Pr4.3.6)	7 th (MU:Pr4.3.7)	8 th (MU:Pr4.3.8)	HS Proficient	HS Accomplished	HS Advanced
Interpret	a With substantial guidance , explore music's expressive qualities (such as voice quality, dynamics , and tempo).	a With guidance , demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators' expressive intent .	a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics , tempo , and timbre).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics , tempo , timbre , and articulation/style).	a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing) convey intent .	a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing) convey intent .	a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing).			
PERFORMING	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?												
	Pre K (MU:Pr5.1.PK)	Kindergarten (MU:Pr5.1.K)	1 st (MU:Pr5.1.1)	2 nd (MU:Pr5.1.2)	3 rd (MU:Pr5.1.3)	4 th (MU:Pr5.1.4)	5 th (MU:Pr5.1.5)	6 th (MU:Pr5.1.6)	7 th (MU:Pr5.1.7)	8 th (MU:Pr5.1.8)	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate and Refine	a With substantial guidance , practice and demonstrate what they like about their own performances .	a With guidance , apply personal, teacher, and peer feedback to refine performances .	a With limited guidance , apply personal, teacher, and peer feedback to refine performances .	a - Apply established criteria to judge the accuracy , expressiveness , and effectiveness of performances .	a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances .	a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances .	a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances .	a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy , originality, and interest) to rehearse, refine , and determine when a piece is ready to perform .	a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer , originality, emotional impact , and interest) to rehearse, refine , and determine when the music is ready to perform .	a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer , originality, emotional impact, variety , and interest) to rehearse, refine , and determine when the music is ready to perform .			
	b With substantial guidance , apply personal, peer, and teacher feedback to refine performances .	b With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.	b With limited guidance , use suggested strategies in rehearsal to address interpretive challenges of music.	b - Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	b Rehearse to refine technical accuracy, expressive qualities , and identified performance challenges.	b Rehearse to refine technical accuracy and expressive qualities , and address performance challenges.	b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.						
Rehearse, Evaluate and Refine													

PERFORMING	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?											PERFORMING	
	Pre K (MU:Pr6.1.PK)	Kindergarten (MU:Pr6.1.K)	1 st (MU:Pr6.1.1)	2 nd (MU:Pr6.1.2)	3 rd (MU:Pr6.1.3)	4 th (MU:Pr6.1.4)	5 th (MU:Pr6.1.5)	6 th (MU:Pr6.1.6)	7 th (MU:Pr6.1.7)	8 th (MU:Pr6.1.8)	HS Proficient		HS Accomplished
Present	a With substantial guidance, perform music with expression .	a With guidance, perform music with expression .	a With limited guidance, perform music for a specific purpose with expression .	a Perform music for a specific purpose with expression and technical accuracy .	a Perform music with expression and technical accuracy .	a Perform music, <i>alone or with others</i> , with expression and technical accuracy , and appropriate interpretation .	a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation .	a Perform the music with technical accuracy to convey the creator's intent .	a Perform the music with technical accuracy and <i>stylistic expression</i> to convey the creator's intent .	a Perform the music with technical accuracy , stylistic expression , and culturally authentic practices in music to convey the creator's intent .			
		b Perform <i>appropriately for the audience</i> .	b Perform <i>appropriately for the audience and purpose</i> .	b Perform <i>appropriately for the audience and purpose</i> .	b Demonstrate performance decorum and audience etiquette <i>appropriate for the context and venue</i> .	b Demonstrate performance decorum and audience etiquette <i>appropriate for the context, venue, and genre</i> .	b Demonstrate performance decorum and audience etiquette <i>appropriate for the context, venue, genre, and style</i> .	b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette <i>appropriate for venue and purpose</i> .	b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette <i>appropriate for venue, purpose, and context</i> .	b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette <i>appropriate for venue, purpose, context, and style</i> .			

Music

RESPONDING		Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?										RESPONDING				
		Pre K (MU:Re7.1.PK)	Kindergarten (MU:Re7.1.K)	1 st (MU:Re7.1.1)	2 nd (MU:Re7.1.2)	3 rd (MU:Re7.1.3)	4 th (MU:Re7.1.4)	5 th (MU:Re7.1.5)	6 th (MU:Re7.1.6)	7 th (MU:Re7.1.7)	8 th (MU:Re7.1.8)	HS Proficient	HS Accomplished	HS Advanced		
Select		a With substantial guidance , state personal interests and demonstrate why they prefer some music selections over others.	a With guidance , list personal interests and demonstrate why they prefer some music selections over others.	a With limited guidance , identify and demonstrate how personal interests and experiences influence musical selection for specific purposes .	a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes .	a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes .	a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes , or contexts .	a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes , or contexts .	a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose .	a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose .	a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose .				Select	
		Pre K (MU:Re7.2.PK)	Kindergarten (MU:Re7.2.K)	1 st (MU:Re7.2.1)	2 nd (MU:Re7.2.2)	3 rd (MU:Re7.2.3)	4 th (MU:Re7.2.4)	5 th (MU:Re7.2.5)	6 th (MU:Re7.2.6)	7 th (MU:Re7.2.7)	8 th (MU:Re7.2.8)	HS Proficient	HS Accomplished	HS Advanced		
Analyze		a With substantial guidance , explore musical contrasts in music.	a With guidance , demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	a With limited guidance , identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	a Describe how specific music concepts are used to support a specific purpose in music.	a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	a Demonstrate and explain how responses to music are informed by the structure , the use of the elements of music , and context (such as social and cultural).	a Demonstrate and explain, citing evidence, how responses to music are informed by the structure , the use of the elements of music , and context (such as social , cultural , and historical).	a Describe how the elements of music and expressive qualities relate to the structure of the pieces.	a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	a Compare how the elements of music and expressive qualities relate to the structure within programs of music.				Analyze	
									b Identify the context of music from a variety of genres , cultures , and historical periods .	b Identify and compare the context of music from a variety of genres , cultures , and historical periods .	b Identify and compare the context of programs of music from a variety of genres , cultures , and historical periods .					

RESPONDING	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?										RESPONDING		
	Pre K (MU:Re8.1.PK)	Kindergarten (MU:Re8.1.K)	1 st (MU:Re8.1.1)	2 nd (MU:Re8.1.2)	3 rd (MU:Re8.1.3)	4 th (MU:Re8.1.4)	5 th (MU:Re8.1.5)	6 th (MU:Re8.1.6)	7 th (MU:Re8.1.7)	8 th (MU:Re8.1.8)		HS Proficient	HS Accomplished
Interpret	a With substantial guidance, explore expressive qualities (such as dynamics and tempo).	a With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a With <i>limited guidance, demonstrate and identify expressive qualities</i> (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent .	a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent .	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent .	a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities , within genres and cultural context , convey expressive intent .	a Describe a personal interpretation of <i>contrasting</i> works and explain how creators' and performers' application of the elements of music and expressive qualities , within genres, cultures, and historical periods , convey expressive intent .	a <i>Support</i> personal interpretation of <i>contrasting programs</i> of music and explain how creators' or performers' apply the elements of music and expressive qualities , within genres, cultures, and historical periods to convey expressive intent .			
RESPONDING	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?										RESPONDING		
	Pre K (MU:Re9.1.PK)	Kindergarten (MU:Re9.1.K)	1 st (MU:Re9.1.1)	2 nd (MU:Re9.1.2)	3 rd (MU:Re9.1.3)	4 th (MU:Re9.1.4)	5 th (MU:Re9.1.5)	6 th (MU:Re9.1.6)	7 th (MU:Re9.1.7)	8 th (MU:Re9.1.8)		HS Proficient	HS Accomplished
Evaluate	a With substantial guidance , talk about personal and expressive preferences in music.	b With guidance, apply personal and expressive preferences in the evaluation of music .	a With <i>limited guidance</i> , apply personal and expressive preferences in the evaluation of music for specific purposes .	a <i>Apply</i> personal and expressive preferences in the evaluation of music for specific purposes .	a Evaluate musical works and performances , applying established criteria , and describe <i>appropriateness to the context</i> .	a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context .	a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context, citing evidence from the elements of music .	a Apply teacher-provided criteria to evaluate musical works or performances .	a Select from teacher-provided criteria to evaluate musical works or performances .	a Apply appropriate personally-developed criteria to evaluate musical works or performances .			

Music

CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?										CONNECTING		
	Pre K (MU:Cn10.0.PK)	Kindergarten (MU:Cn10.0.K)	1 st (MU:Cn10.0.1)	2 nd (MU:Cn10.0.2)	3 rd (MU:Cn10.0.3)	4 th (MU:Cn10.0.4)	5 th (MU:Cn10.0.5)	6 th (MU:Cn10.0.6)	7 th (MU:Cn10.0.7)	8 th (MU:Cn10.0.8)	HS Proficient	HS Accomplished	HS Advanced
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
	MU:Cr3.2.PKa With substantial guidance , share revised musical ideas with peers.	MU:Cr3.2.Ka With guidance , demonstrate a final version of personal musical ideas to peers.	MU:Cr2.1.1a With limited guidance , demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent .	MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .	MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation , arrangement , or composition to express intent , and explain connection to purpose and context .	MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations , arrangements , or compositions to express intent , and explain connection to purpose and context .	MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent .	MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements , songs , and compositions within AB , ABA , or theme and variation forms that demonstrate unity and variety and convey expressive intent .	MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements , songs , and compositions within expanded forms that demonstrate tension and release , unity and variety , and balance , and convey expressive intent .			
	MU:Pr4.1.PKa With substantial guidance , demonstrate and state preference for varied musical selections.	MU:Pr4.1.Ka With guidance , demonstrate and state personal interest in varied musical selections.	MU:Cr3.2.1a With limited guidance , convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent .	MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive intent .	MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship , and explain connection to expressive intent .	MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent .	MU:Cr3.2.7a Present the final version of their documented personal composition , song , or arrangement , using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent .	MU:Cr3.2.8a Present the final version of their documented personal composition , song , or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety , tension and release , and balance to convey expressive intent .			
	MU:Pr4.3.PKa With substantial guidance , explore music's expressive qualities (such as voice quality, dynamics , and tempo).	MU:Pr4.3.Ka With guidance , demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators' expressive intent .	MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context .	MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context , and technical skill .	MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context , as well as their personal and others' technical skill .	MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.	MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities , technical challenges , and reasons for choices.	MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities , technical challenges , and reasons for choices.			

			MU:Re7.1.1a With limited guidance , identify and demonstrate how personal interests and experiences influence musical selection for specific purposes .	MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes .	MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics , tempo , and timbre).	MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics , tempo , timbre , and articulation/style).	MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing) convey intent .	MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing) convey intent .	MU:Pr4.3.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics , tempo , timbre , articulation/style , and phrasing).
					MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes .	MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes , or contexts .	MU:Re7.1.5a Demonstrate and explain , citing evidence , how selected music connects to , and is influenced by specific interests, experiences, purposes , or contexts .	MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose .	MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose .	MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose .

CONNECTING Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

	Pre K (MU:Cn11.0.PK)	Kindergarten (MU:Cn11.0.K)	1 st (MU:Cn11.0.1)	2 nd (MU:Cn11.0.2)	3 rd (MU:Cn11.0.3)	4 th (MU:Cn11.0.4)	5 th (MU:Cn11.0.5)	6 th (MU:Cn11.0.6)	7 th (MU:Cn11.0.7)	8 th (MU:Cn11.0.8)	HS Proficient	HS Accomplished	HS Advanced	CONNECTING
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	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.				
	MU:Pr4.2.PKa With substantial guidance , explore and demonstrate awareness of musical contrasts.	MU:Pr4.2.Ka With guidance , explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance .	MU:Cr1.1.1a With limited guidance , create musical ideas (such as answering a musical question) for a specific purpose .	MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose .	MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social , cultural , and historical).	MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent .	MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB , ABA , or theme and variation forms that convey expressive intent .	MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent .				
	MU:Re7.2.PKa With substantial guidance , explore musical contrasts in music.	MU:Re7.2.Ka With guidance , demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MU:Pr4.2.1a With limited guidance , demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance .	MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance .	MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance .	MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance .	MU:Pr4.2.5c Explain how context (such as social , cultural , and historical) informs performances .	MU:Pr4.2.6c Identify how cultural and historical context inform the performances .	MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations .	MU:Pr4.2.8c Identify how cultural and historical context inform performance and results in different musical effects .				
	MU:Re9.1.PKa With substantial guidance , talk about their personal and expressive preferences in music.	MU:Re9.1.Ka With guidance , apply personal and expressive preferences in the evaluation of music.	MU:Pr6.1.1a With limited guidance , perform music for a specific purpose with expression .	MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy .	MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue .	MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context , venue , and genre .	MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context , venue , genre , and style .	MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence , attire , and behavior) and audience etiquette appropriate for venue and purpose .	MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence , attire , and behavior) and audience etiquette appropriate for venue , purpose , and context .	MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence , attire , and behavior) and audience etiquette appropriate for venue , purpose , context , and style .				

		MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose .	MU:Re7.2. Describe how specific music concepts are used to support a specific purpose in music.	MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure , the use of the elements of music , and context (such as social and cultural).	MU:Re7.2.5a Demonstrate and explain, <i>citing evidence</i> , how responses to music are informed by the structure , the use of the elements of music , and context (such as social, cultural , and historical).	MU:Re7.2.6b Identify the context of music from a variety of genres, cultures , and historical periods .	MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures , and historical periods .	MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures , and historical periods .	
		MU:Re9.1.1a With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes .	MU:Re9.1.3a Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .	MU:Re9.1.4a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context .	MU:Re9.1.5a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context , <i>citing evidence from the elements of music</i> .	MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances .	MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances .	MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances .	

THEATRE

CREATING		Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?											CREATING		
		PreK TH:Cr1.1.PK.	K TH:Cr1.1.K.	1 TH:Cr1.1.1.	2 TH:Cr1.1.2.	3 TH:Cr1.1.3.	4 TH:Cr1.1.4.	5 TH:Cr.1.1.5.	6 TH:Cr1.1.6	7 TH:Cr.1.1.7.	8 TH:Cr1.1.8.	HS Proficient TH:Cr1.1.I.	HS Accomplished TH:Cr1.1.II.	HS Advanced TH:Cr1.1.III.	
Envision/Conceptualize	a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds , and improvised stories in a drama/theatre work.	a. Articulate the visual details of imagined worlds , and improvised stories that support the given circumstances in a drama/theatre work.	a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.	a. Identify possible solutions to staging challenges in a drama/theatre work.	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions , and technologies to create the visual composition of a drama/ theatre work.		
	b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama , story drama , creative drama).	b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	b. Propose design ideas that support the story and given circumstances in a drama/theatre work.	b. Identify solutions to design challenges in a drama/theatre work.	b. Explain and present solutions to design challenges in a drama/ theatre work.	b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Understand and apply technology to design solutions for a drama/theatre work.	b. Create a complete design for a drama/theatre work that incorporates all elements of technology.		
			c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work.	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	c. Develop a scripted or improvised character by articulating the character's inner thoughts , objectives , and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.		

Envision/Conceptualize

CREATING													
Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?													
CREATING													
PreK TH:Cr2-PK.	K TH:Cr2-K.	1 TH:Cr2-1.	2 TH:Cr2-2.	3 TH:Cr2-3.	4 TH:Cr2-4.	5 TH:Cr2-5.	6 TH:Cr2-6.	7 TH:Cr2-7.	8 TH:Cr2-8.	HS Proficient TH:Cr2-I.	HS Accomplished TH:Cr2-II.	HS Advanced TH:Cr2-III.	
Develop	a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for a drama/theatre work.	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots .	a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances .	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.
	b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).	b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

CREATING	Anchor Standard 3: Refine and complete artistic work.												CREATING	
	Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.													
	Essential Question(s): How do theatre artists transform and edit their initial ideas?													
	PreK TH:Cr3.1.PK.	K TH:Cr3.1.K.	1 TH:Cr3.1.1.	2 TH:Cr3.1.2.	3 TH:Cr3.1.3.	4 TH:Cr3.1.4.	5 TH:Cr3.1.5.	6 TH:Cr3.1.6.	7 TH:Cr3.1.7.	8 TH:Cr3.1.8.	HS Proficient TH:Cr3.1.I.	HS Accomplished TH:Cr3.1.II.	HS Advanced TH:Cr3.1.III.	
Rehearse	a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.	a. Articulate and examine choices to refine a devised or scripted drama/theatre work.	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions .	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions .	Rehearse
			b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.	b. Synthesize ideas from research, script analysis , and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	
			c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.	c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.	c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.	c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	

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Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.														
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.														
Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?														
Performing	PreK TH:Pr4.1.PK.	K TH:Pr4.1.K.	1 TH:Pr4.1.1.	2 TH:Pr4.1.2.	3 TH:Pr4.1.3.	4 TH:Pr4.1.4.	5 TH:Pr4.1.5.	6 TH:Pr4.1.6.	7 TH:Pr4.1.7.	8 TH:Pr4.1.8.	HS Proficient TH:Pr4.1.I.	HS Accomplished TH:Pr4.1.II.	HS Advanced TH:Pr4.1.III.	Performing
Select	a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply the elements of dramatic structure to a story and create a drama/theatre work.	a. Modify the dialogue and action to change the story in a drama/theatre work.	a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	a. Consider various staging choices to enhance the story in a drama/theatre work.	a. Explore different pacing to better communicate the story in a drama/theatre work.	a. Examine how character relationships assist in telling the story of a drama/theatre work.	a. Discover how unique choices shape believable and sustainable drama/ theatre work.	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.	Select
			b. Use body, face, gestures , and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Investigate how movement and voice are incorporated into drama/theatre work.	b. Make physical choices to develop a character in a drama/theatre work.	b. Use physical choices to create meaning in a drama/theatre work.	b. Experiment with various physical choices to communicate character in a drama/theatre work.	b. Use various character objectives in a drama/theatre work.	b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.	b. Shape character choices using given circumstances in a drama/theatre work.	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.													Performing
	Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question(s): What can I do to fully prepare a performance or technical design?													
	PreK TH:Pr5.1.PK.	K TH:Pr5.1.K.	1 TH:Pr5.1.1.	2 TH:Pr5.1.2.	3 TH:Pr5.1.3.	4 TH:Pr5.1.4.	5 TH:Pr5.1.5.	6 TH:Pr5.1.6.	7 TH:Pr5.1.7.	8 TH:Pr5.1.8.	HS Proficient TH:Pr5.1.I.	HS Accomplished TH:Pr5.1.II.	HS Advanced TH:Pr5.1.III.	
Prepare	a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).	a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	a. Practice selected exercises that can be used in a group setting for drama/theatre work.	a. Choose acting exercises that can be applied to a drama/theatre work.	a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	Prepare
	b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify the basic technical elements that can be used in drama/theatre work.	b. Propose the use of technical elements in a drama/theatre work.	b. Demonstrate the use of technical elements in a drama/theatre work.	b. Articulate how technical elements are integrated into a drama/ theatre work.	b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.	b. Use researched technical elements to increase the impact of design for a drama/theatre production.	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work.													Performing
	Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?													
	PreK TH:Pr6.1.PK.	K TH:Pr6.1.K.	1 TH:Pr6.1.1.	2 TH:Pr6.1.2.	3 TH:Pr6.1.3.	4 TH:Pr6.1.4.	5 TH:Pr6.1.5.	6 TH:Pr6.1.6.	7 TH:Pr6.1.7.	8 TH:Pr6.1.8.	HS Proficient TH:Pr6.1.I.	HS Accomplished TH:Pr6.1.II.	HS Advanced TH:Pr6.1.III.	
Share, Present	a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	a. Practice drama/theatre work and share reflections individually and in small groups.	a. Share small-group drama/theatre work, with peers as audience.	a. Present drama/theatre work informally to an audience.	a. Adapt a drama/theatre work and present it informally for an audience.	a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.	a. Perform a rehearsed drama/theatre work for an audience.	a. Perform a scripted drama/theatre work for a specific audience.	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	Share, Present

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Responding	Anchor Standard 7: Perceive and analyze artistic work												Responding	
	Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.													
Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?														
	PreK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	TH:Re7.1.PK.	TH:Re7.1.K.	TH:Re7.1.1.	TH:Re7.1.2.	TH:Re7.1.3.	TH:Re7.1.4.	TH:Re7.1.5.	TH:Re7.1.6.	TH:Re7.1.7.	TH:Re7.1.8.	TH: Re7.1.I.	TH: Re7.1.II.	TH: Re7.1.-III.	
Reflect	a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand why artistic choices are made in a drama/theatre work.	a. Identify artistic choices made in a drama/theatre work through participation and observation.	a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	a. Describe and record personal reactions to artistic choices in a drama/theatre work.	a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	Reflect

Responding	Anchor Standard 8: Interpret intent and meaning in artistic work.												Responding
	Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.												
	Essential Question(s): How can the same work of art communicate different messages to different people?												
PreK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
TH:Re8.1.PK.	TH:Re8.1.K.	TH:Re8.1.1.	TH:Re8.1.2.	TH:Re8.1.3.	TH:Re8.1.4.	TH:Re8.1.5.	TH:Re8.1.6.	TH:Re8.1.7.	TH:Re8.1.8.	TH:Re8.1.I.	TH:Re8.1.II.	TH:Re8.1.III.	
Interpret	a. With prompting and support, explore preferences in dramatic play , guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. With prompting and support, identify preferences in dramatic play , a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Consider multiple personal experiences when participating in or observing a drama/theatre work.	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.	a. Explain how artists make choices based on personal experience in a drama/theatre work.	a. Identify the artistic choices made based on personal experience in a drama/theatre work.	a. Recognize and share artistic choices when participating in or observing a drama/theatre work.	a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.
	b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.	b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.	b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.	b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.	b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
			c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.	c. Identify and discuss physiological changes connected to emotions in drama/theatre work.	c. Investigate the effects of emotions on posture, gesture , breathing, and vocal intonation in a drama/theatre work.	c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Responding	Anchor Standard 9: Apply criteria to evaluate artistic work.												Responding	
	Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.													
Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?														
	PreK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	TH:Re9.1.PK.	TH:Re9.1.K.	TH:Re9.1.1.	TH:Re9.1.2.	TH:Re9.1.3.	TH:Re9.1.4.	TH:Re9.1.5.	TH:Re9.1.6.	TH:Re9.1.7.	TH:Re9.1.8.	TH:Re9.1.I.	TH:Re9.1.II.	TH:Re9.1.III.	
Evaluate	a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).	a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand how and why groups evaluate drama/theatre work.	a. Propose a plan to evaluate drama/theatre work.	a. Develop and implement a plan to evaluate drama/theatre work.	a. Use supporting evidence and criteria to evaluate drama/theatre work.	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.	a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	
			b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	b. Consider and analyze technical elements from multiple drama/theatre works.	b. Investigate how technical elements may support a theme or idea in a drama/theatre work.	b. Assess how technical elements represent the theme of a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	
			c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.	c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	c. Identify a specific audience or purpose for a drama/theatre work.	c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	c. Assess the impact of a drama/theatre work on a specific audience.	c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	c. Verify how a drama/theatre work communicates for a specific purpose and audience.	c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.	

THEATRE

THEATRE														
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?												Connecting	
	PreK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished		HS Advanced
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?														
PreK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
TH:Cn10.1.PK.	TH:Cn10.1.K.	TH:Cn10.1.1.	TH:Cn10.1.2.	TH:Cn10.1.3.	TH:Cn10.1.4.	TH:Cn10.1.5.	TH:Cn10.1.6.	TH:Cn10.1.7.	TH:Cn10.1.8.	TH:Cn10.1.I.	TH:Cn10.1.II.	TH:Cn10.1.III.		
Empathize	a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.	a. Explain how drama/theatre connects oneself to a community or culture.	a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	a. Examine a community issue through multiple perspectives in a drama/theatre work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Empathize
Interrelate	a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify connections to community, social issues and other content areas in drama/theatre work.	a. Respond to community and social issues and incorporate other content areas in drama/theatre work.	a. Investigate historical, global and social issues expressed in drama/theatre work.	a. Identify universal themes or common social issues and express them through a drama/theatre work.	a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.	Interrelate

Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding												Connecting	
	Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.													
	Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?													
	PreK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	TH:Cn11.2.PK.	TH:Cn11.2.K.	TH:Cn11.2.-1.	TH:Cn11.2.2.	TH:Cn11.2.3.	TH:Cn11.2.4.	TH:Cn11.2.5.	TH:Cn11.2.6.	TH:Cn11.2.7.	TH:Cn11.2.8.	TH:Cn11.2.I.	TH:Cn11.2.II.	TH:Cn11.2.III.	
Research	a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).		a. Explore how stories are adapted from literature to drama/theatre work.	a. Investigate cross-cultural approaches to storytelling in drama/theatre work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.
	b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres , or conventions .	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify historical sources that explain drama/theatre terminology and conventions .	b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.	



CULTURAL STANDARDS FOR ALASKA STUDENTS

The Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network in 1998. They also were adopted by the State Board of Education & Early Development in the same year. The Cultural Standards are meant to enrich the Content

Standards and provide guidelines for nurturing and building in students the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

The standards are broad statements of what students should know and be able to do as a result of their experience in a school that is aware of and sensitive to the surrounding physical and cultural environment.

CULTURAL STANDARDS

A

Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

- 1) assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;
- 2) recount their own genealogy and family history;
- 3) acquire and pass on the traditions of their community through oral and written history;
- 4) practice their traditional responsibilities to the surrounding environment;
- 5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
- 6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior; and
- 7) determine the place of their cultural community in the regional, state, national, and international political and economic systems.

B

Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

- 1) acquire insights from other cultures without diminishing the integrity of their own;
- 2) make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- 3) make appropriate choices regarding the long-term consequences of their actions; and
- 4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C

Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

- 1) perform subsistence activities in ways that are appropriate to local cultural traditions;
- 2) make constructive contributions to the governance of their community and the well-being of their family;

C *(continued)*

- 3) attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and
- 4) enter into and function effectively in a variety of cultural settings.

D

Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

- 1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
- 2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
- 3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
- 4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
- 5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and
- 6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E

Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

- 1) recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- 2) understand the ecology and geography of the bioregion they inhabit;
- 3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- 4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
- 5) recognize how and why cultures change over time;
- 6) anticipate the changes that occur when different cultural systems come in contact with one another;
- 7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds; and
- 8) identify and appreciate who they are and their place in the world.