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DEPARTMENT OF EDUCATION

Chapter 132 – Learning Results: Parameters for Essential Instruction

<http://www.maine.gov/education/lres/pei/index.html>

2007 Maine Learning Results: Parameters for Essential Instruction

VISUAL & PERFORMING ARTS

SUMMARY: The Maine Department of Education Regulation 132 - The Maine *Learning Results: Parameters for Essential Instruction* establishes parameters for essential teaching and learning in grades Pre-Kindergarten through Diploma across eight content areas and supports the goals outlined in the Guiding Principles. The Maine *Learning Results: Parameters for Essential Instruction* will inform the blueprint for item development of the large-scale State assessments aligned to the federal accountability standards found in Maine Department of Education Regulation 131 – The Federal, State, and Local Accountability Standards. High school, middle school, and elementary school programming in Maine’s publicly supported schools must be aligned to the knowledge and skills described in the Maine *Learning Results: Parameters for Essential Instruction*.

The Maine Department of Education Regulation 132 - The Maine *Learning Results: Parameters for Essential Instruction* augments and expands upon the content standards for federal accountability (Maine Department of Education Regulation 131: The Maine Federal, State, and Local Accountability Standards) by describing details for essential teaching and learning for eight content areas. These learning goals identify the knowledge and skills required for college, career and citizenship in the 21st century.

THE GUIDING PRINCIPLES – The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine’s Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

- A. A clear and effective communicator who:
 - 1. Demonstrates organized and purposeful communication in English and at least one other language;
 - 2. Uses evidence and logic appropriately in communication;
 - 3. Adjusts communication based on the audience; and
 - 4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);
- B. A self-directed and lifelong learner who:
 - 1. Recognizes the need for information and locates and evaluates resources;
 - 2. Applies knowledge to set goals and make informed decisions;
 - 3. Applies knowledge in new contexts;
 - 4. Demonstrates initiative and independence;
 - 5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
 - 6. Demonstrates reliability and concern for quality; and
 - 7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;
- C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]
 - 1. Observes and evaluates situations to define problems;
 - 2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
 - 3. Identifies patterns, trends, and relationships that apply to solutions;
 - 4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
 - 5. Sees opportunities, finds resources, and seeks results;
 - 6. Uses information and technology to solve problems; and
 - 7. Perseveres in challenging situations;

- D. A responsible and involved citizen who:
1. Participates positively in the community and designs creative solutions to meet human needs and wants;
 2. Accepts responsibility for personal decisions and actions;
 3. Demonstrates ethical behavior and the moral courage to sustain it;
 4. Understands and respects diversity;
 5. Displays global awareness and economic and civic literacy; and
 6. Demonstrates awareness of personal and community health and wellness;
- E. An integrative and informed thinker who:
1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
 2. Evaluates and synthesizes information from multiple sources;
 3. Applies ideas across disciplines; and
 4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

VISUAL AND PERFORMING ARTS

The visual and performing arts are an essential part of every child's education. Engagement in the visual and performing arts deepens students' overall knowledge and skills, as well as their social and emotional development. Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities, and perform better on standardized tests.

The National Standards for Arts Education includes separate standards for dance, music, theatre, and visual arts. In 1997, the National Assessment of Educational Progress (NAEP) Arts assessment was developed with separate assessments in these disciplines. These four visual and performing arts disciplines are uniquely different from each other in literacy as well as creation and performance. Standards A and B of the Visual and Performing Arts Standards of the Maine *Learning Results* each include four separate strands (dance, music, theatre, and visual arts). In contrast, standards C, D, and E are representative of skills and knowledge in all four disciplines of the visual and performing arts. This format best represents both the unique and common aspects of the visual and performing arts. The decision about the

breadth of the programming in the visual and performing arts resides with the School Administrative Units (SAU).

These Visual and Performing Arts Standards outline a comprehensive pathway to enable every high school graduate to exhibit proficiency in one or more of the visual and performing arts disciplines. The key to success is local commitment to the visual and performing arts. Staffing, scheduling, and resources vary from SAU to SAU. Research supports the implementation of a comprehensive visual and performing arts education curriculum to meet the learning needs of all students. Connecting the visual and performing arts with other content areas of the curriculum improves teaching and learning.

This document guides SAUs in developing comprehensive and sequential standards-based visual and performing arts curricula for student learning. The use of these standards may assist in the improvement of instruction generally, and impact student learning, not only in the visual and performing arts but in other content areas, as well.

OUTLINE OF VISUAL AND PERFORMING ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Disciplinary Literacy – 6

Dance:

1. Terminology
2. Space
3. Time
4. Energy
5. Locomotor and Non-Locomotor Movement
6. Compositional Forms

Music:

1. Music Difficulty
2. Notation and Terminology
3. Listening and Describing

Theatre:

1. Terminology
2. Production

Visual Arts:

1. Artist's Purpose
2. Elements of Art and Principles of Design
3. Media, Tools, Techniques, and Processes

B. Creation, Performance, and Expression – 12

Dance:

1. Communication
2. Sequencing
3. Solving Challenges
4. Technical Aspects

Music:

1. Style/Genre
2. Composition

Theatre:

1. Movement
2. Character
3. Improvisation

Visual Arts:

1. Media Skills
2. Composition Skills
3. Making Meaning
4. Exhibition

C. Creative Problem-Solving – 17

1. Application of Creative Process

D. Aesthetics and Criticism – 18

1. Aesthetics and Criticism

E. Visual and Performing Arts Connections – 19

1. The Arts and History and World Cultures
2. The Arts and Other Disciplines
3. Goal-Setting
4. Impact of the Arts on Lifestyle and Career
5. Interpersonal Skills

Words in *italics* are defined in the glossary, available online at <http://www.maine.gov/education/lres/pei/glossary032008.pdf>

A. Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify <i>space</i>, <i>time</i>, and <i>energy</i> concepts.</p> <p>a. Identify elements of space: high/low, forward/backward, near/far, and personal space, and wide/narrow and stretched/curled/twisted shape(s).</p> <p>b. Identify elements of <i>time</i>: steady and fast/slow beat.</p> <p>c. Identify elements of energy: hard/soft, light/strong, and resting/moving.</p>	<p>Students identify and describe the dance concepts of <i>space</i>, <i>time</i>, <i>energy</i>, and <i>composition form</i>.</p> <p>a. Identify and describe elements of <i>space</i>: straight/curved/ zig-zag/ spiral pathways, and positive/negative space.</p> <p>b. Identify and describe elements of <i>time</i>: steady beat and tempo changes.</p> <p>c. Identify and describe sustained/abrupt <i>energy</i>.</p> <p>d. Identify and describe patterns of <i>composition form</i>.</p>	<p>Students identify and describe the dance terms of <i>time</i>, <i>composition</i>, and <i>style/tradition</i>.</p> <p>a. Identify and describe <i>time</i>: complex meters.</p> <p>b. Identify and describe <i>composition</i>: phrasing.</p> <p>c. Identify and describe <i>style/tradition</i>: specific dances students learn from different cultures and/or their own.</p>	<p>Students apply accumulated knowledge of dance composition, dynamics, and terminology to describe and perform dances with greater complexity and variation</p>

A2 Space

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students demonstrate <i>space</i> concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shape(s).</p>	<p>Students use <i>space</i> concepts to solve movement challenges including straight/curved/zig-zag/spiral pathways and positive/negative space.</p>	<p>Students apply <i>space</i> concepts in a repeatable movement phrase.</p>	<p>Students apply <i>space</i> concepts in an original repeatable, choreographed piece.</p>

A3 Time

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students replicate tempo change using body movement.	Students identify and replicate a steady beat in varied tempos using body movement.	Students move to complex rhythm patterns and syncopation.	Students identify and move to rhythms of various <i>genres</i> .

A4 Energy

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students recognize and demonstrate hard/soft, light/strong, and resting/moving movements to show differences in energy qualities.	Students recognize and demonstrate sustained and abrupt movements to show differences in energy qualities.	Students explain and incorporate bound/free, tension/relaxation, indirect/direct movements to show differences in energy qualities.	Students incorporate <i>energy qualities</i> into a choreographed piece as a solo, small group, or ensemble.

A5 Locomotor and Non-Locomotor Movement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and demonstrate <i>locomotor</i> and <i>non-locomotor/axial</i> skills.</p> <p>a. Identify the difference between a <i>locomotor</i> and <i>non-locomotor/axial</i> skill.</p> <p>b. Demonstrate <i>locomotor</i> patterns using change in direction, level, and pathway.</p> <p>c. Demonstrate <i>non-locomotor/axial</i> skills.</p>	<p>Students demonstrate expressive combinations of <i>locomotor</i> and <i>non-locomotor/axial</i> skills.</p> <p>a. Demonstrate combinations of <i>locomotor</i> patterns, with changes in direction, level, and path.</p> <p>b. Demonstrate a combination of <i>locomotor</i> and <i>non-locomotor/axial skills</i> into a pattern that may change direction, level, energy, or pathway.</p> <p>c. Demonstrate combinations of <i>non-locomotor/axial</i> skills.</p>	<p>Students combine and demonstrate the technical skills of <i>skeletal alignment</i>, strength, agility, and coordination.</p>	<p>Students integrate and demonstrate the technical skills of <i>skeletal alignment</i>, <i>body-part isolation</i>, strength, flexibility, agility, and coordination.</p>

A6 Compositional Forms

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students replicate, with a partner, the dance <i>composition forms</i> of copying, mirroring, leading, and following.	Students replicate a <i>dance movement</i> .	Students replicate a <i>dance phrase</i> .	Students replicate dance <i>composition forms</i> and themes, including <i>narrative, canon, call and response, ab, aba, rondo, retrograde, palindrome, and theme and variation</i> .

A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Music Difficulty

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and <i>technique</i> , alone or with others.	Students accurately perform music in easy keys, <i>meters</i> , and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and <i>technique</i> , alone or with others.	Students accurately perform music that includes changes of tempo, key, and <i>meter</i> in modest ranges with moderate technical demands, modeling proper posture and <i>technique</i> , alone or with others.	Students perform music that requires well-developed <i>technical skills</i> , attention to phrasing and interpretation, and the ability to perform various <i>meters</i> and rhythms in a variety of keys while modeling proper posture and <i>technique</i> , alone or with others.

A2 Notation and Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>.</p> <p>a. Read whole and half notes in 4/4 meter signatures.</p> <p>b. Identify symbols and traditional terms referring to <i>dynamics</i>.</p>	<p>Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>.</p> <p>a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</p> <p>b. Identify symbols and traditional terms referring to <i>dynamics</i>, tempo, and articulation.</p>	<p>Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.</p> <p>a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.</p> <p>b. Read simple melodies in both the treble and bass clefs.</p> <p>c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<p>Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>

A3 Listening and Describing

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students listen to and identify elements of music including <i>meter</i> and simple <i>form</i> and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat.</p>	<p>Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, <i>dynamics</i>, <i>form</i>, <i>timbre</i>, <i>meter</i>, phrases, style, and major/minor harmony.</p>	<p>Students listen to and compare elements of music, including pitch, rhythm, tempo, <i>dynamics</i>, <i>form</i>, <i>timbre</i>, texture, harmony, style, and <i>compound meter</i>.</p>	<p>Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, <i>dynamics</i>, <i>form</i>, <i>timbre</i>, texture, harmony, style, and <i>compound meter</i>.</p>

A. Disciplinary Literacy – Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify the “who, what, where, when, and why” of a dramatic performance they have participated in or seen.	Students describe theatre terms including <i>stage directions</i> , rehearsal, plot, gesture, director, motivation, conflict, improvisation, and <i>blocking</i> .	Students identify and explain theatre terms and concepts including <i>stage business</i> , ad-libbing, conflict, action/reaction, focus, and <i>stage directions</i> .	Students identify and define the <i>parts of the stage</i> , and identify and describe the crisis, resolution, and theme of the play.

A2 Production

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students select or make props, costumes, set pieces, and/or puppets, and practice using them appropriately.	Students select and make props, costumes, set pieces, and/or puppets, and present a rehearsed scene.	<p>Students describe and participate in a performance from pre-show through <i>strike</i>.</p> <ol style="list-style-type: none"> Identify and explain the roles of production staff. Design and select props, costumes and stage pieces, and use them appropriately and safely. Build scenic elements or props to fit production design. Experiment with lighting, sound, and costume in scene development. Direct or stage-manage a scene. Describe basic technical needs for a theatre production, including lights, sound, props, makeup, and costumes. 	<p>Students fulfill at least one technical role from pre-show through <i>strike</i>.</p> <ol style="list-style-type: none"> Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces. Direct or stage-manage a scene or full production. Develop specific light and sound cues and use them in scene development. Participate in the audition process.

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.	Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.	Students explain and compare different purposes of artists and their artwork, in the context of time and place.	Students research and explain how art and artists reflect and influence culture and periods of time.

A2 Elements of Art and Principles of Design

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify features of <i>composition</i>.</p> <p>a. Identify <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Identify <i>Principles of Design</i> including pattern and balance.</p>	<p>Students describe features of <i>composition</i>.</p> <p>a. Describe <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Describe <i>Principles of Design</i> including balance, contrast, emphasis, movement, and pattern.</p>	<p>Students compare features of <i>composition</i> both within an art work and among art works.</p> <p>a. Compare <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Compare <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p>	<p>Students evaluate all the features of <i>composition</i>.</p> <p>a. Evaluate <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Evaluate <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p>

A3 Media, Tools, Techniques, and Processes

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students name art <i>media</i> and associated <i>tools</i> , for multiple <i>art forms</i> and <i>genres</i> .	Students describe a variety of <i>media</i> and associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> , for multiple <i>art forms</i> and <i>genres</i> .	Students explain the effects of <i>media</i> and their associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> , using <i>elements</i> , <i>principles</i> , and expressive qualities in <i>art forms</i> and <i>genres</i> .	Students compare the effects of <i>media</i> and their associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> , using <i>elements</i> , <i>principles</i> , and expressive qualities in <i>art forms</i> and <i>genres</i> .

B. Creation, Performance, and Expression – Dance: Students create, perform, and express ideas through the art discipline.

B1 Communication

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have instructional experiences that help them to express themselves through movement.</p>	<p>Students use movement to express a basic idea and share it with their peers.</p>	<p>Students use movement to express and communicate a story, a piece of music, an artwork, or an emotion.</p>	<p>Students create an original piece of choreography using the elements of dance.</p> <p>a. Improvise new movements. b. Manipulate learned movements.</p>

B2 Sequencing

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students develop a short dance sequence with a beginning, middle, and end.</p>	<p>Students develop a <i>dance phrase</i> with a beginning, middle, and end, accurately repeating and varying it.</p>	<p>Students create and develop dance sequences.</p> <p>a. Create and develop dance sequences based on personal ideas or <i>concepts</i> from other sources. b. Reproduce a more complex or pre-existing choreographed movement sequence as a solo or in a small group.</p>	<p>Students create both solo and ensemble dance works accurately producing an original or pre-existing complex movement sequence with <i>rhythmic acuity</i>.</p>

B3 Solving Challenges

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students solve a variety of <i>movement challenges</i> alone or in a group.	Students solve <i>movement challenges</i> involving one or more movement <i>concepts</i> alone or with a partner.	Students use improvisation to discover and invent movement sequences and solve <i>movement challenges</i> with one or more partners.	Students solve increasingly complex <i>movement challenges</i> involving several dance concepts with one or more partners.

B4 Technical Aspects

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify possible props or costumes to enhance a short <i>dance phrase</i> .	Students select props or costumes to enhance a <i>dance phrase and explain the choice</i> .	Students identify and select light, costume, or sound changes to enhance a <i>dance phrase</i> .	Students include and explain costume, light, and sound changes in a piece of choreography.

B. Creation, Performance, and Expression – Music: Students create, perform, and express through the art discipline.

B1 Style/Genre

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students create or perform short musical selections of various styles and <i>genres</i> accurately applying selected knowledge and skills of: proper posture and <i>technique</i> ; notation; symbols; and terminology of <i>dynamics</i> .	Students create or perform music of various styles and <i>genres</i> in easy keys, <i>meters</i> , and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and <i>technique</i> ; notation; symbols; and terminology of <i>dynamics</i> .	Students perform music of various styles and <i>genres</i> that includes changes of tempo, key, and <i>meter</i> in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and <i>technique</i> ; musical notation; symbols; and terminology.	Students perform music of various styles and <i>genres</i> that requires well-developed <i>technical skills</i> , attention to phrasing and interpretation and various <i>meters</i> and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and <i>technique</i> ; musical notation; symbols; and terminology.

B2 Composition

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use knowledge and skills of standard and non-standard <i>notation</i> , symbols, and terminology of <i>dynamics</i> .	Students create their own <i>compositions</i> by applying the knowledge and skills of notation, symbols, and terminology of <i>dynamics</i> .	Students compare musical ideas expressed in their own <i>compositions</i> or the <i>compositions</i> of others.	Students analyze and evaluate musical ideas expressed in their own <i>compositions</i> or the <i>compositions</i> of others.

B. Creation, Performance, and Expression - Theatre: Students create, perform, and express through the art discipline.

B1 Movement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students participate in skits, puppet shows, theatre games, and/or show and tell using movement skills.	Students demonstrate <i>blocking</i> in a play by carrying out their assigned stage movements.	Students apply gesture, movement, and <i>stage business</i> in the portrayal of a role.	Students refine gesture and <i>stage business</i> in the portrayal of a role.

B2 Character

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate a character by participating in skits, puppet shows, and/or theatre games.	Students demonstrate the ideas, moods, and/or feelings of a character and demonstrate proper posture and breathing techniques to project voice through the use of script and improvisation based on stories.	Students demonstrate development of a character's attitude and point of view by adjusting voice timing and tone/level and using <i>non-verbal techniques</i> .	Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and <i>physicality</i> to communicate ideas, moods, intentions, and/or feelings.

B3 Improvisation

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students improvise through theatre games by using plot, setting, and characters.	Students improvise through theatre games by using voice, motivation, and <i>body part isolations</i> .	Students improvise through theatre games by using <i>blocking</i> , relationships, props, and movement.	Students improvise through theatre games or productions to address unforeseen circumstances.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use basic <i>media, tools</i> and <i>techniques</i> to create original art works.	Students use a variety of <i>media, tools, techniques</i> , and <i>processes</i> to create original art works.	Students choose suitable <i>media, tools, techniques</i> , and <i>processes</i> to create original art works.	Students choose multiple suitable <i>media, tools, techniques</i> , and <i>processes</i> to create a variety of original art works.

B2 Composition Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use <i>Elements Of Art</i> and <i>Principles Of Design</i> to create original art works.	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate different <i>styles</i> in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate development of personal style in a variety of <i>media</i> and visual <i>art forms</i> .

B3 Making Meaning

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students create art works that communicate ideas and feelings and demonstrate skill in the use of <i>media, tools, and techniques</i> .	Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of <i>media, tools, techniques</i> , and <i>processes</i> .	Students create art works that communicate an individual point of view. a. Demonstrate skills in the use of <i>media, tools, techniques</i> , and <i>processes</i> . b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings.	Students create a body of original art work. a. Demonstrate sophisticated use of <i>media, tools, techniques</i> , and <i>processes</i> . b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings.

B4 Exhibition

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students may participate in the preparation of art for display and all students are expected to have instructional experiences that help them to understand how art is prepared for display and why different choices related to preparation may be made.</p>	<p>Students help with the selection and preparation of art works for display in the classroom, school, or other community location.</p>	<p>Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1 Application of Creative Process

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and demonstrate <i>creative problem-solving</i> skills.</p> <p>a. Improvise to solve problems in the performing arts.</p> <p>b. Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students describe and apply steps of <i>creative problem-solving</i>.</p> <p>a. Identify problem.</p> <p>b. Define problem.</p> <p>c. Generate a variety of solutions.</p> <p>d. Implement solution(s).</p> <p>e. Evaluate solution(s).</p>	<p>Students describe and apply creative-thinking skills that are part of the <i>creative problem-solving</i> process.</p> <p>a. <i>Fluency</i></p> <p>b. <i>Flexibility</i></p> <p>c. <i>Elaboration</i></p> <p>d. <i>Originality</i></p> <p>e. <i>Analysis</i></p>	<p>Students apply and analyze <i>creative problem-solving</i> and creative-thinking skills to improve or vary their own work and/or the work of others.</p>

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students observe, listen to, describe and ask questions about <i>art forms</i>.</p> <p>a. Describe the <i>art form</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about the <i>art form</i> to further understand how the <i>artist</i> created/performed the work of art.</p> <p>c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>Students describe and compare <i>art forms</i>.</p> <p>a. Describe and compare <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an <i>art form</i> to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</p>	<p>Students compare and analyze <i>art forms</i>.</p> <p>a. Compare and analyze <i>art forms</i> by applying grade span appropriate <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observations, <i>print and/or non-print resources</i>.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students explain that the visual/performing arts help people understand history and/or world cultures.	Students compare products of the visual/performing arts to understand history and/or world cultures.	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify connections between and among the arts and other disciplines.	Students describe characteristics shared between and among the arts and other disciplines.	Students explain skills and concepts that are similar across disciplines.	Students analyze skills and concepts that are similar across disciplines.

E3 Goal-Setting

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify choices that lead to success in the arts.	Students identify and demonstrate choices that will lead to success in the arts including <i>time management</i> , interpersonal interactions, skill development, and goal-setting.	Students set goals related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.	Students make short-term and long-term goals based on rigorous criteria and related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing <i>artist</i>.</p> <p>b. Describe <i>common arts activities</i>.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and requirements to become, <i>artists</i>.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students explain the impact of artistic and career choices on self, others, and the natural and <i>man-made environment</i>.</p>	<p>Students explain how their knowledge of the arts relates to <i>school-to-school</i> and <i>school-to-work</i> transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>

E5 Interpersonal Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior.</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>