

**FINE ARTS STANDARDS FRAMEWORK  
STATE GOALS 25 - 27**

**STATE GOAL 25: Students will know the Language of the Arts**

**Why Goal 25 is important:** Through observation, discussion, interpretation, and analysis, students learn the “language” of the arts. They learn to understand how others express ideas in dance, drama, music, and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying art works and are able to critique them.

**Goal 25 is closely correlated with the goals of the National Standards for Arts Education: Students should be able to develop and present basic analyses of works of art** from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.

**Students should be able to relate various types of arts knowledge and skills within and across the arts disciplines.** This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

**Goal 25A: Students will understand the sensory elements, organizational principles, and expressive qualities of the arts.**

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<p><b>25.A.1a Dance:</b> Identify the elements of personal and shared space, direction in space, quick and slow speed, firm and fine force; the principles of AB choreographic form and sequence; and the expressive qualities of mood and emotion.</p>	<p><b>25.A.2a Dance:</b> Identify and describe elements of pathways, level, focus, range in space, sustained and percussive qualities of speed; the principles of ABA and round choreographic form, contrast and repetition; and the expressive qualities of mood and emotion.</p>	<p><b>25.A.3a Dance:</b> Describe how elements are combined and contrasted; identify the principles of transition, variety, and balance; and the expressive qualities of movement.</p>	<p><b>25.A.4</b> Analyze and evaluate the effective use of elements, principles, and expressive qualities in a composition/performance in dance, drama, music, and visual arts.</p>	<p><b>25.A.5</b> Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning.</p>
<p><b>25.A.1b Drama:</b> Understand the elements of acting, locomotor and nonlocomotor movement, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution, and message; and the expressive characterizations of simple emotions.</p>	<p><b>25.A.2b Drama:</b> Understand the elements of acting, scripting, speaking, improvising, physical movement, gesture, and picturization (shape, line, and level); the principles of conflict resolution and theme; and the expressive characteristics of mood and dynamics.</p>	<p><b>25.A.3b Drama:</b> Understand how the elements of acting, directing, playwriting, and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition, and idea to communicate.</p>		

3 STATE GOAL 25

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<p><b>25.A.1c Music:</b> Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).</p>	<p><b>25.A.2c Music:</b> Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme, and variation), rhythm/meter and dynamics in a variety of musical styles.</p>	<p><b>25.A.3c: Music:</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando).</p>		
<p><b>25.A.1d Visual Arts:</b> Identify the elements of line, shape, space, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion, and pictorial representation.</p>	<p><b>25.A.2d Visual Arts:</b> Identify and describe the elements of 2-and 3-dimensional space, figure ground, value, and form; the principles of rhythm, size, proportion, and composition; and the expressive qualities of symbol and story.</p>	<p><b>25.A.3d Visual Arts:</b> Identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis, and unity; and the expressive qualities of thematic development and sequence.</p>		
		<p><b>25.A.3e Visual Arts:</b> Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p>		

**Goals 25 B: Students will understand the similarities, distinctions, and connections in and among the arts.**

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<p><b>25.B.1</b> Identify similarities in and among the arts (e.g., pattern, sequence, and mood).</p>	<p><b>25.B.2</b> Understand how elements and principles combine within an art form to express ideas.</p>	<p><b>25.B.3</b> Compare and contrast the elements and principles in two or more art works that share similar themes.</p>	<p><b>25.B.4</b> Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.</p>	<p><b>25.B.5</b> Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera, or cinematography).</p>

**STATE GOAL 26: Through creating and performing, students will understand how works of art are produced.**

**Why Goal 26 is important:** Students acquire skills to produce and perform dance, drama, music, and visual art. They learn to use media, tools, and technologies. They learn to shape ideas and emotions into sounds, images, and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills, and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, director, scriptwriter, and musician).

**Goal 26 is closely correlated with the goals of the National Standards for Arts Education: Students should be able to communicate at a basic level in the four arts disciplines** – dance, music, theatre, and the visual arts. This includes the knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

**Students should be able to communicate proficiently in at least one art form**, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.

**Goals 26A: Students will understand processes, traditional tools and modern technologies used in the arts.**

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<p><b>26.A.1a Dance:</b> Understand that the body is the primary tool of dance and identify secondary tools (e.g., pictures, visual aids, words, props, and recordings).</p>	<p><b>26.A.2a Dance:</b> Describe processes (e.g., conditioning, practicing) used to prepare the body as a tool of dance and how visual aids, stories, poetry, props, music, and technology are used for the performance of dance.</p>	<p><b>26.A.3a Dance:</b> Describe how body actions, types of accompaniment, lighting, costuming, and processes (e.g., reordering and refining) influence the expressive qualities of dance.</p>	<p><b>26.A.4a Dance:</b> Analyze how resources, technologies, and processes are combined to express meaning in dance and evaluate expressive content, stylistic differences, and aspects of production.</p>	<p><b>26.A.5 Common for all four arts:</b> Analyze and evaluate how the choice of media, tools, technologies, and processes support and influence the communication of ideas.</p>
<p><b>26.A.1b Drama:</b> Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing, and collaborating used to create or perform drama/theatre.</p>	<p><b>26.A.2b Drama:</b> Describe various ways the body, mind, and voice are used with acting, scripting, and staging processes to create or perform drama/theatre.</p>	<p><b>26.A.3b Drama:</b> Describe the use of the primary tools (body, mind, and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, play-writing, and designing a drama/theatre activity.</p>	<p><b>26.A.4b Drama:</b> Understand how the primary tools, support tools, and creative processes, (researching, auditioning, designing, directing, rehearsing, refining, and presenting) interact and shape drama, theatre, and film production.</p>	

5 STATE GOAL 26

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<b>26.A.1c Music:</b> Identify a variety of sounds and sound sources (e.g., instruments, voices, and environmental sounds).	<b>26.A.2c Music:</b> Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles).	<b>26.A.3c Music:</b> Describe the processes involved in composing, conducting, and performing.	<b>26.A.4c Music:</b> Analyze ways in which musical sounds are produced and how they are used in composing, conducting, and performing.	
<b>26.A.1d Music:</b> Relate symbol systems (e.g., icons, syllables, numbers, and letters) to musical sounds.	<b>26.A.2d Music:</b> Read and interpret the traditional musical notation of note values and letter names.	<b>26.A.3d Music:</b> Read and interpret traditional music notation in a varied repertoire.	<b>26.A.4d Music:</b> Demonstrate the ability to read written notation for a vocal or instrumental part.	
<b>26.A.1e Visual Arts:</b> Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing.	<b>26.A.2e Visual Arts:</b> Describe the relationships among media, tools, technology, and processes.	<b>26.A.3e Visual Arts:</b> Describe how the choices of tools, technologies, and processes are used to create specific effects in the arts.	<b>26.A.4e Visual Arts:</b> Analyze and evaluate how tools, technologies, and processes combine to convey meaning.	
	<b>26.A.2f Visual Arts:</b> Understand the artistic processes of printmaking, weaving, photography, and sculpture.			

**Goal 26 B. Apply skills and knowledge necessary to create and perform in one or more of the arts.**

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<b>26.B.1a Dance:</b> Perform basic locomotor and nonlocomotor movements and traditional dance forms and create simple dance sequences.	<b>26.B.2a Dance:</b> Demonstrate control, coordination, balance, elevation, and accuracy in rhythmic response and awareness of choreographic form.	<b>26.B.3a Dance:</b> Demonstrate body alignment; movement from center; awareness of accent, meter, and phrasing; and step patterns from different dance styles and forms.	<b>26B.4a Dance:</b> Create and perform a composition communicating clear and focused ideas based on planning, research, and complex problem solving related to specific guidelines.	<b>26.B.5 Common for all four arts:</b> Create and perform a complex work of art using a variety of techniques, technologies, and resources and independent decision making.

6 STATE GOAL 26

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<p><b>26.B.1b Drama:</b> Demonstrate individual skills (e.g.; vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.</p>	<p><b>26.B.2b Drama:</b> Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging, and sequence of events and situations in solo and ensemble dramas.</p>	<p><b>26.B.3b. Drama:</b> Demonstrate storytelling, improvising, and memorizing scripted material supported by simple aural and visual effects and the personal background knowledge needed to create and perform in drama/ theatre.</p>	<p><b>26.B.4b Drama:</b> Create and perform an ensemble drama or theatre scene using research, collaboration, characterization, and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).</p>	
<p><b>26.B.1c Music:</b> Sing or play on classroom instruments a variety of music representing diverse cultures and styles.</p>	<p><b>26B.2c Music:</b> Sing or play acoustic or electronic instruments demonstrating technical skill.</p>	<p><b>26.B.3c Music:</b> Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.</p>	<p><b>26.B.4c Music:</b> Create and perform music of challenging complexity and length with expression.</p>	
<p><b>26.B.1d Visual Arts:</b> Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination.</p>	<p><b>26.B.2d Visual Arts:</b> Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.</p>	<p><b>26.B.3d Visual Arts:</b> Demonstrate knowledge and skills to create 2- and 3-dimensional works of time arts (e.g., film, video, animation) that are realistic, abstract, functional, and decorative.</p>	<p><b>26.B.4d Visual Arts:</b> Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research, and problem solving.</p>	

**STATE GOAL 27: Students will understand the role of the arts in civilizations, past and present.**

**Why Goal 27 is important:** The arts are a record of civilization, past and present. Artists are influenced by – and influence- the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

**Goal 27 is closely correlated with the goals of the National Standards for Arts Education: Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods,** and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures, tools, techniques, and intellectual methods of each arts discipline.

**Goal 27A: Analyze how the arts function in history, society, and everyday life.**

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<b>27. A.1a</b> Identify the distinctive roles of artists and audiences.	<b>27.A. 2a</b> Identify and describe the relationship between the arts and various environments (e.g., home, school, work-place, theatre, gallery, etc.).	<b>27.A. 3a</b> Identify and describe careers and jobs in and among the arts and how these contribute to the world of work.	<b>27.A.4a</b> Evaluate how consumer trends in the arts affect the types and styles of art products.	<b>27.A.5</b> Analyze how careers in the arts are expanding based on new technologies and societal changes.
<b>27.A.1b</b> Identify how the arts contribute to communication, celebrations, occupations, and recreation.	<b>27.A.2b</b> Describe how the arts function in commercial applications (e.g., mass media and product design).	<b>27.A.3b</b> Compare and contrast how the arts function in ceremony, politics, technology, communication, and entertainment.	<b>27.A.4b</b> Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	

**Goal 27B: Understand how the arts shape and reflect history, society, and everyday life.**

Early elementary	Late elementary	Middle/junior high school	Early high school	Late high school
<b>27.B.1</b> Know how images, sounds, and movement convey stories about people, places, and times.	<b>27.B.2</b> Identify and describe how the arts communicate the similarities and differences among various people, places, and times.	<b>27.B.3</b> Know and describe how artists and their works shape culture and increase understanding of societies, past and present.	<b>27.B.4a</b> Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period, and culture.	<b>27.B.5</b> Analyze how the arts shape and reflect ideas, issues, or themes in a particular culture or historical period.
			<b>27.B.4b</b> Understand how the arts change in response to changes in society.	