

State Goal 25: Know the Language of the Arts:

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, differences, and connections in and among the arts.

National Standards for Arts Education: Students should know and be able to develop and present basic analyses of works of art. Students should know and be able to relate various types of arts knowledge and skills within and across the arts disciplines.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE</p> <p>Critical for Mastery at Grades 11 or 12: 11/12.25A.01 Analyze how elements, principles, and expressive qualities are combined to produce aesthetic qualities in a dance composition</p>	<ul style="list-style-type: none"> • Analyze elements, principles, expressive ideas; processes, technologies; creative processes, music, movement, meaning. 	<p>Music: Analyze popular dance music and rhythms; describe and demonstrate how these inspire movement.</p>
<p>11/12.25A.02 Critique the quality and effectiveness of dance performances and compositions.</p>	<ul style="list-style-type: none"> • Pose a question: what is it that makes a particular dance/composition that dance/composition? How much change can be made in that dance/composition before it becomes a different dance/composition? Formulate and answer the questions. • Critique dance performances/ compositions, e.g., ballet, musical theatre, opera, cinematography, music videos, for quality and effectiveness. 	<p>Music: Critique a musical composition for quality and effectiveness.</p>
<p>DRAMA</p> <p>Critical for Mastery at Grades 11 or 12: 11/12.25A.01 Compare movement and use of voice among characters.</p>	<ul style="list-style-type: none"> • Study a monologue of multiple characters; compare movement/use of voice. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.25A.02 Analyze the actor’s use of relaxation, reaction, timing, pause, focus, spatial relationships, diction, accent, and dialect in rehearsals.</p>	<ul style="list-style-type: none"> Analyze artistic discipline in rehearsal (and performance). 	
<p>11/12.25A.03 Assess design and execution of set, light, costume, make-up, and sound design to communicate an idea.</p>	<ul style="list-style-type: none"> Develop designs that use visual/aural elements to convey environments that communicate an idea. 	
<p>11/12.25A.04 Analyze how focus is achieved onstage, on camera, and in film.</p>	<ul style="list-style-type: none"> Analyze how focus is achieved, e.g., composition, natural vs. artificial light, inside/outside lighting, camera techniques, editing technologies, etc. 	
<p>11/12.25A.05 Analyze how actors create relationships and amplify conflict or dramatic action.</p>	<ul style="list-style-type: none"> Review/analyze acting techniques that create relationships, e.g., use of voice, body spacing, touch, etc. 	
<p>11/12.25A.06 Evaluate the effectiveness of a dramatic ensemble performed on stage or in film.</p>	<ul style="list-style-type: none"> Evaluate the interpretive/expressive nature and the aesthetic qualities of a drama. Compare a created character to one’s own personal relationships. 	<p><i>“Every part of a vital society depends on creative thought.”</i> Kenneth T. Derr</p>
<p>11/12.25A.07 Analyze how a designer’s choices support tension, conflict, and create visual and aural variety.</p>	<ul style="list-style-type: none"> Evaluate the characteristics that make a production unique, e.g., vision, casting, staging, concept of production, etc.; discuss different stagings of <i>“The Lion King.”</i> 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
11/12.25A.08 Evaluate a production’s individuality, originality, and universality.	<ul style="list-style-type: none"> • Compare a stage/movie version to the original book. 	
Significant to Develop at Grade 11 or 12: 11/12.25A.09 Evaluate the collaboration used in a production.	<ul style="list-style-type: none"> • Identify the role/responsibilities of those who create a production; describe/evaluate the necessary collaboration. 	
11/12.25A.10 Evaluate the intrinsic or extrinsic choices of a director’s interpretation.	<ul style="list-style-type: none"> • Describe/evaluate a director’s interpretation/choices. 	
11/12.25A.11 Suggest and justify alternative artistic choices and predict their effects on a production.	<ul style="list-style-type: none"> • Select a theme/idea; suggest artistic choices for its production; predict how artistic choices affect the production, e.g., a male/female version of <i>“The Odd Couple.”</i> 	
11/12.25A.12 Compare the social context in which the work was prepared to the one in which it is observed	<ul style="list-style-type: none"> • Describe how works remain timely or become dated; compare social context in the description. 	
MUSIC Critical for Mastery at Grades 11 or 12: 11/12.25A.01 Analyze and evaluate the use of sensory elements in a musical composition.	<ul style="list-style-type: none"> • Analyze elements, principles, expressive ideas of musical form; processes, technologies; creative processes, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.25A.02 Analyze the form of complex musical compositions.</p>	<ul style="list-style-type: none"> • Understand the use of music theory and compositional skills, e.g., identify musical forms, e.g., march, fugue, ragtime; analyze their composition. 	<p><i>“If music be the food of love, play on.”</i> Shakespeare</p>
<p>11/12.25A.03 Interpret how aesthetic qualities communicate ideas and/or meaning in student and professional performances/compositions.</p>	<ul style="list-style-type: none"> • Interpret how the interrelationships of elements/principles, performance venue, practice/preparation, etc. communicate ideas. 	
<p>11/12.25A.04 Critique the quality and effectiveness of artists’ performances/compositions.</p>	<ul style="list-style-type: none"> • Write a critical review based on a specific rubric; discuss mood, delivery, quality of sound, etc. • Analyze multiple critical reviews of performances/compositions; evaluate the merit of the reviews. • Develop specific criteria for making critical evaluations of the quality/ effectiveness of performances, compositions, arrangements and improvisations; apply the criteria while listening and performing; compare the musical performance to similar or exemplary models. 	
<p>VISUAL ARTS</p> <p>11/12.25A.01 Discuss the use of aesthetic components in expressing theme.</p>	<ul style="list-style-type: none"> • Create a reproduction of a work of art; change the meaning/theme by using the elements/principles/aesthetic components in a different way. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.25A.02 Debate the intent of a series of works by one artist.</p>	<ul style="list-style-type: none"> • Select work of arts; identify/debate what the artist intended to communicate; describe elements, principles, and historical/social/political context. • Produce an art work in the manner of an artist applying important aspects of the artist’s work. 	<p>Dance: Create a dance in the manner of a recognized performer; apply important aspects of the performer’s work.</p>
<p>11/12.25A.03 Defend an opinion, in writing, on the use of elements and principles (objective) and/or expressive intent (subjective) in a work of art.</p>	<ul style="list-style-type: none"> • Describe the relevant circumstances behind the production of a work of art; defend the opinion in writing. 	
<p>11/12.25A.04 Critique a portfolio of art by self or others for impact and intent.</p>	<ul style="list-style-type: none"> • Express the degree of merit the art work possesses based on design qualities, literal qualities, expressive qualities; refer to mood, quality, message, and interpretation. • Compare/contrast various art forms to illustrate effectiveness of purpose; use supporting reasons and/or evidence. 	
<p>11/12.25A.05 Express a judgment of a work of art based on description, analysis, and interpretation.</p>	<ul style="list-style-type: none"> • Compare/contrast/critique dominant components to illustrate purpose and effectiveness; use appropriate vocabulary and supporting reasons and evidence. • Understand/evaluate elements common to artistic expression. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE/DRAMA/MUSIC/VISUAL ARTS</p> <p>11/12.25B.01 Critique the dominant artistic components using appropriate vocabulary in all the arts.</p>	<ul style="list-style-type: none"> • Listen to a musical piece; create a work of art that expresses its influence on you; analyze the use of music to inspire dance, drama, visual arts. 	<p>Dance: Listen to a musical piece; create a composition that expresses its influence on you.</p>
<p>11/12.25B.02 Evaluate the use of similar and distinctive artistic components across art forms.</p>	<ul style="list-style-type: none"> • Cite examples/evaluate how elements and artistic processes, e.g., imagination, craftsmanship, and organizational principles, e.g., unity, variety, and repetition/contrast are used in similar/distinctive ways in the various arts. 	
<p>11/12.25B.03 Analyze how different art forms combine to create an interdisciplinary work.</p>	<ul style="list-style-type: none"> • Combine a variety of art forms to create a complex/interdisciplinary work of art. 	<p><i>“Are we creators? Are we thinkers? Are we believers in the destiny of the human race? The future belongs to those that can imagine.”</i></p> <p style="text-align: right;">Luis Valdez</p>

State Goal 26: Through creating and performing, understand how works of art are produced:

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

National Standards for Arts Education: Students should be able to communicate at a basic level in the four arts disciplines.
 Students should be able to communicate proficiently in at least one art form.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE</p> <p>Critical for Mastery at Grade 11 or 12: 11/12.26A.01 Identify and analyze dance techniques associated with specific dance forms.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of structures/forms, e.g., palindromes, theme, variation, rondo, round, and/or other contemporary forms through brief dance studies. • Identify/demonstrate techniques used in specific dance forms, e.g., ballet, jazz, ballroom, tap, etc. 	<p>Social Studies: Investigate how societal norms influence(d) the arts.</p>
<p>11/12.26A.02 Evaluate/critique how the choices of media, tools, and technologies influence and support the communication of ideas in dance compositions.</p>	<ul style="list-style-type: none"> • Observe the dance compositions of two different companies; evaluate how choice, e.g., style, props, costumes, music, set, technology, etc., communicates ideas. 	
<p>11/12.26A.03 Use the technical processes to create a complex dance composition.</p>	<ul style="list-style-type: none"> • Discuss processes, e.g., improvising, exploring, composing, improving, choreographing, etc. of dance compositions; move accurately to complex rhythms. • Create a visual score or a choreographic plan. 	<p>Language Arts: Use/adapt journal writing experiences to record/refine dance compositions.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.26B.01 Demonstrate extended performance skills.</p>	<ul style="list-style-type: none"> • Demonstrate appropriate strength, flexibility, agility, coordination, skeletal alignment, and body-part articulation in locomotor and nonlocomotor movements. • Engage in physical training of dance forms; perform dance movements. • Communicate the importance of survival skills, e.g., knowledge of anatomy, nutrition, physical training, dance injury, etc. 	<p>Physical Education: Demonstrate an athleticism appropriate for dance.</p>
<p>11/12.26B.02 Perform alone or as part of a group through practicing more complex set dances, technological studies, dances from different sources.</p>	<ul style="list-style-type: none"> • Choreograph a duet; demonstrate an understanding of choreographic principles, processes, and structures. 	
<p>11/12.26B.03 Demonstrate ability to dance in a range of styles.</p>	<ul style="list-style-type: none"> • Identify/demonstrate longer/more complex steps and patterns from at least two different dance styles/traditions showing dynamic variations, focus, extension, line, projection, rhythmic accuracy, and musicality. 	
<p>Significant to Develop at Grade 11 or 12: 11/12.26B.04 Using a variety of techniques, technologies, and resources, create and perform a complex work of art that demonstrates a conceptual rationale; exploration, research, planning, practice, evaluation using criteria, revision, justification; and proficiency in advanced techniques, tools and technologies.</p>	<ul style="list-style-type: none"> • Demonstrate a high level of consistency/reliability in performing technical skills; refine techniques through self-evaluation/correction. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DRAMA</p> <p>Critical for Mastery at Grade 11 or 12: 11/12.26A.01 Describe and critique the proficiency exhibited in the use of media, traditional tools, and technologies.</p>	<ul style="list-style-type: none"> Analyze/critique the whole and parts of a dramatic performance. 	
<p>11/12.26A.02 Compare how camera acting and stage acting are similar and distinct.</p>	<ul style="list-style-type: none"> View the stage play/movie version of a work; compare vocal techniques, staging, diction, facial expression, etc. 	
<p>11/12.26A.03 Describe how video and film have altered the temporal nature of theatre.</p>	<ul style="list-style-type: none"> Explain how film/video have changed live theatre, e.g., reduction of attendance, shorter works, intermissions, special effects, etc. 	
<p>11/12.26A.04 Analyze a complex work of art that demonstrates a conceptual rationale and proficiency in advanced tools and technologies.</p>	<ul style="list-style-type: none"> Analyze the integration of advanced tools/technologies and how these enhance rationale and proficiency 	
<p>11/12.26A.05 Analyze how film and TV editing have influenced the tools and processes of actors, the director, and the designers.</p>	<ul style="list-style-type: none"> Analyze how tools/processes, e.g., scripting, designing, directing, acting, etc., have been influenced by TV editing and film. 	
<p>11/12.26A.06 Describe how the rehearsal and performance processes are altered by technology.</p>	<ul style="list-style-type: none"> Describe the changes in rehearsal/performance as a result of technology, e.g., less improvisation, greater special effects, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.26A.07 Evaluate how the choices of media, tools, and technologies influence and support the communication of artists' ideas.</p>	<ul style="list-style-type: none"> • Use information from research on cultural, historical, symbolic texts to develop a dramatic scene/play appropriate for a classroom environment/formal production; tell how choices support the communication of the artist's ideas, e.g., character, plot development, mood, etc. 	
<p>Significant to Develop at Grade 11 or 12: 11/12.26A.08 Predict the future of theatre relative to technology.</p>	<ul style="list-style-type: none"> • Show an understanding of the tools, processes, and technology of theatre; predict how these may be altered/adapted/changed in the future. 	
<p>11/12.26B.01 Use research to conceptualize and design a scene or play.</p>	<ul style="list-style-type: none"> • Develop a focused idea for the environment of a scripted/improvised scene; use visual elements, e.g., line, texture, color, space, and visual principles, e.g., repetition, balance, emphasis, contrast, unity, and sound qualities e.g., pitch, rhythm, tempo, dynamics, and expression from traditional and nontraditional sources. 	<p>Social Studies: Study the literature and drama of a particular historical period; discuss social, economic, religious, and political context and influences.</p>
<p>11/12.26B.02 Analyze text for physical, social, and psychological dimensions of the characters.</p>	<ul style="list-style-type: none"> • Study a text; analyze the main characters and the physical, social, psychological dimensions that shape and support them. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.26B.03 Demonstrate rehearsal techniques used to prepare characterization for an audience.</p>	<ul style="list-style-type: none"> • Demonstrate rehearsal techniques, e.g., researching, planning, practicing, evaluating, revising, also memorizing, pacing, vocal and physical encoding, using prompts, etc. 	
<p>11/12.26B.04 Develop a director’s notebook.</p>	<ul style="list-style-type: none"> • Assume the role of the director; record/analyze/evaluate the experience in writing. 	
<p>11/12.26B.05 Direct a scene or play.</p>	<ul style="list-style-type: none"> • Research sound/visual choices for scripts/dramatic ideas; choose ideas that are most interesting and best convey dramatic intent. • Develop/justify multiple interpretations of a dramatic text. • Effectively communicate directional choices to a cast for an improvised/scripted scene/play using information from research on cultural, historical, symbolic clues in dramatic texts to assist in directing. 	
<p>11/12.26B.06 Select and use elements of spectacle/technology that will support the performance.</p>	<ul style="list-style-type: none"> • Describe/analyze the effects of publicity, study guides, programs, physical environment, audience response and appreciation of performance, design coherence, stage management, promotional and business plans. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Know at Grade 11 or 12: 11/12.26B.07 Create and perform a complex work of art using advanced techniques and technologies.</p>	<ul style="list-style-type: none"> • Create and participate in a complex production. 	
<p>11/12.26B.08 Refine a performance based on review.</p>	<ul style="list-style-type: none"> • Use established criteria to construct/respond to and evaluate the effectiveness of a dramatic production based on the review. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 11 or 12: 11/12.26A.01 Compare and contrast sound production of instruments from various cultures.</p>	<ul style="list-style-type: none"> • Compose/arrange music for voices and acoustic/electric instruments; demonstrate knowledge of the ranges/traditional usages of the sound sources. 	<p><i>“Music and rhythm find their way to the secret places of the soul.”</i> Plato</p>
<p>11/12.26A.02 Demonstrate basic vocal and/or instrumental production techniques</p>	<ul style="list-style-type: none"> • Perform/sing with technical accuracy a large varied repertoire of literature with a difficulty level of 5 on a scale of 1 to 6. 	
<p>11/12.26A.03 Use standard notation to record one’s own and other’s musical ideas.</p>	<ul style="list-style-type: none"> • Use standard notation with a high degree of accuracy to record musical ideas. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.26A.04 Sight-read an instrumental or vocal score of up to four staves, demonstrating accuracy in reading symbols for pitch, rhythm, expressive qualities, and articulation/ diction.</p>	<ul style="list-style-type: none"> • Sight read a vocal score with a high degree of technical accuracy showing correct intonation, rhythm, balance, etc. and expressive qualities. 	
<p>11/12.26A.05 Demonstrate the ability to read written notation for a vocal or instrumental part.</p>	<ul style="list-style-type: none"> • Sing and/or play music from written notation with a high degree of accuracy. 	
<p>11/12.26A.06 Critique the effectiveness of a performer or conductor.</p>	<ul style="list-style-type: none"> • Use appropriate vocabulary and an established rubric to critique style, interpretation, instrumentation, etc. 	
<p>11/12.26A.07 Analyze the way in which performers or conductors interpret the intent of the composer in a recorded or live performance.</p>	<ul style="list-style-type: none"> • Compare/contrast the interpretation of a composition by two different conductors, performers; analyze the music aesthetically, emotionally, and intellectually. 	
<p>11/12.26B.01 Sing or play music that has a difficulty level of 5 and/or 6 (on a scale of 1 to 6) on pitch; in rhythm, with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation/ diction; and with expression appropriate for the work being performed.</p>	<ul style="list-style-type: none"> • Participate/perform in choral/ instrumental performance in large group, small group, and solo demonstrating well-developed ensemble skills. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 11 or 12: 11/12.26B.02 Improvise original melodies in a variety of styles over given chord progressions, each in a consistent style, meter, and tonality.</p>	<ul style="list-style-type: none"> • Recreate a melody line in a variety of styles, e.g., inversion/ retrograde, retrograde/ inversion, etc. 	
<p>11/12.26B.03 Compose or arrange music demonstrating imagination and technical skill in applying the principles of composition.</p>	<ul style="list-style-type: none"> • Compose/arrange with imagination and skill, e.g., with found objects, non-instrumental objects, using instruments in non-traditional ways; explore, research, plan, revise, justify the choices applied to the principles of composition 	
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 12: 11/12.26A.01 Compare and contrast the variety of techniques that can be used for a variety of materials and tools.</p>	<ul style="list-style-type: none"> • Compare/contrast materials, tools and techniques. 	
<p>11/12.26A.02 Prioritize techniques of media, tools and technology to best communicate intended ideas.</p>	<ul style="list-style-type: none"> • Use media, techniques, and processes with skill/aesthetic awareness to produce an intended result. 	
<p>11/12.26A.03 Describe, analyze, and evaluate an artist's work based on the choices made to communicate the desired intent.</p>	<ul style="list-style-type: none"> • Describe, analyze, and evaluate the artist's statement of intent 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.26A.04 Demonstrate the influence of modern technologies on tools, materials, and processes.</p>	<ul style="list-style-type: none"> • Show/explain how current technologies have influenced/enhanced tools, materials, and processes. 	
<p>11/12.26BA.01 Create a body of work that will become a portfolio using a variety of technologies, resources, and an independent decision making demonstrate a conceptual rationale, depth, proficiency, and evaluation.</p>	<ul style="list-style-type: none"> • Create/maintain a portfolio that shows a highly developed use of resources, technologies, and decision-making; demonstrate depth and proficiency; evaluate the body of work appropriately. 	

State Goal 27: Understand the role of the arts in civilizations, past, and present.

- A. Analyze how the arts function in history, society, and in every day life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

National Standards for Arts Education: Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE/ DRAMA. MUSIC. VISUAL ARTS</p> <p>Critical for Mastery at Grade 11 or 12: 11/12.27A.01 Evaluate the function of the arts in historical, societal, economic, and personal contexts.</p>	<ul style="list-style-type: none"> • Evaluate the function of the arts in specific context, e.g., careers, aesthetics, commentary or criticism, predictor/catalyst for change, tools for learning, economic contribution, therapy, propaganda/ advertising, making the invisible visible, cross disciplinary synthesis. 	
<p>11/12.27A.02 Evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms.</p>	<ul style="list-style-type: none"> • Identify traditional/contemporary art forms; evaluate the ways these are used to inform/persuade. 	
<p>11/12.27A.03 Examine the purposes and effects of various media in terms of informing, entertaining, and persuading the public.</p>	<ul style="list-style-type: none"> • Evaluate how, e.g., advertising, newspapers, the Internet, etc., inform/entertain/persuade; discuss specific age groups, gender, social class, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>11/12.27A.04 Hypothesize how the arts will function in the future as a result of changes in traditional and contemporary media.</p>	<ul style="list-style-type: none"> • Examine the purpose/effects of the arts, e.g., film, print, multimedia presentations, and how/why these might change/adapt in the future 	
<p>11/12.27B.01 Analyze the impact of political actions, current events, and natural phenomena on the development and production of art.</p>	<ul style="list-style-type: none"> • Analyze how, e.g., wars, civil unrest, disasters, economic prosperity, discovery, technology, legislation impact the development/production of the arts. 	
<p>11/12.27B.02 Cite examples of where the arts shaped aspects of a culture.</p>	<ul style="list-style-type: none"> • Explain how art shaped culture, e.g., Greek chorus, Dionysian theatre, illuminated manuscripts, Renaissance art/music, cinema, photo journalism, etc. 	
<p>11/12.27B.03 Analyze how historical and cultural contexts influence arts processes and products.</p>	<ul style="list-style-type: none"> • Analyze the historical/cultural contexts that influenced the arts, e.g., the Reformation; the patronage system; invention of printing press, microphone, camera; the WPA, etc. 	
		<p><i>“Art completes what nature cannot bring to finish. The artist gives us knowledge of nature’s unrealized ends.”</i></p> <p style="text-align: right;">Aristotle</p>