

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 9 or 10: 9/10.25A.01 Discuss how elements, principles, and expressive qualities are combined to produce aesthetic qualities in a dance composition.</p>	<ul style="list-style-type: none"> • Explain how processes and principles, e.g., rhythm, syncopation, beat, and accent are applied to a group dance. • Understand how movement choices communicate abstract ideas in dance. 	
<p>9/10.25A.02 Identify aesthetic criteria for evaluating personal, peer, and/or professional dance compositions.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of how personal experiences influence the interpretation of dance. • Establish a comprehensive set of criteria; use them to evaluate personal work and the work of others. • Evaluate a given dance composition using aesthetic criteria, ex., mood, flow, coordination, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DRAMA</p> <p>Critical for Mastery at Grades 9 or 10: 9/10.25A.01 Explain how actors make sure they are seen, heard, and understood by an audience using movement, sound, and spectacle; how they alter physical and vocal expression and communicate characters.</p>	<ul style="list-style-type: none"> • Tell how dialogue, actions, and descriptions articulate/justify character motivation/behavior. 	
<p>9/10.25A.02 Analyze locomotor and nonlocomotor strategies to support conflict; describe timing, reaction, rhythm, pacing, listening, and spontaneity as related to actor movement; identify the effective use of vocal pause, rate, rhythm, pitch, intensity, and volume.</p>	<ul style="list-style-type: none"> • Describe the physical, emotional, and social dimensions of the actor. 	<p>Literature: Perform a literary work with two or more characters.</p>
<p>9/10.25A.03 Evaluate volume, rhythm, tempo, and dynamics in sound design.</p>	<ul style="list-style-type: none"> • Observe/listen to a live and a videotaped performance; evaluate the audio techniques. 	
<p>9/10.25A.04 Determine the effective use of line, shape, size, color, and texture in set, light, make-up, and costume design.</p>	<ul style="list-style-type: none"> • Create a set design that effectively uses elements and support tools. 	
<p>9/10.25A.05 Analyze the effectiveness of technology used to support the spectacle.</p>	<ul style="list-style-type: none"> • Analyze the basic physical/chemical properties of the technical aspects of theatre, e.g., light, color, electricity, paint, makeup, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.25A.06 Demonstrate the use of support elements to communicate a variety of ideas.</p>	<ul style="list-style-type: none"> Analyze how support elements, e.g., lighting, sound, special effects (smoke and mirrors) support the communication of an idea(s). 	
<p>9/10.25A.07 Analyze the use of unifying and contrasting characteristics to communicate story or idea.</p>	<ul style="list-style-type: none"> Analyze/discuss the use of unifying/contrasting characteristics, e.g., symbols as unifiers, to express ideas and feelings. 	
<p>9/10.25A.08 Identify a script's use of dramatic structure, conventions, and genre/style.</p>	<ul style="list-style-type: none"> Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres, e.g., tragedy, comedy, romance, thriller, and media, e.g., stage, film, and improvisation. 	<p>Social Studies: Research the time period, geography, and socioeconomic factors of a given script Music: Analyze a sonata, e.g., theme, exposition, development, recapitulation.</p>
<p>9/10.25A.09 Analyze how a director's choices support a script's genre or style.</p>	<ul style="list-style-type: none"> Describe how director interpretation/production choices support a script; e.g., melodrama, drama, comedy. 	
<p>9/10.25A.10 Analyze casting, blocking, and design choices and the use of design elements to communicate local time, place, culture, genre/style, theme conflict, and tension.</p>	<ul style="list-style-type: none"> Analyze choices and elements, e.g., in traditional and modern genre, e.g., "<i>Hot Mikado</i>"/"<i>Madame Butterfly</i>," "<i>The Wizard of Oz</i>"/"<i>Wicked</i>." 	
<p>9/10.25A.11 Determine the emotional quality or theme of performed or scripted scenes and how the elements and organizational principles combine to create an emotional effect.</p>	<ul style="list-style-type: none"> Understand the elements/forms of artistic expression and how these are organized with principles to create a determined effect, e.g., drama, comedy, tragedy, irony, sit-com, etc. 	<p>Literature: Compare elements of Shakespeare's <i>Romeo and Juliet</i> with <i>West Side Story</i>.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grades 9 or 10: 9/10.25A.12 Compare an adaptation of a script with the original intent.</p>	<ul style="list-style-type: none"> • Compare/contrast perceived artistic intent with the final aesthetic achievement of a dramatic text/production. 	<p><i>“Art is like singing, some do it better than others, but everyone can and should be doing it for their soul.”</i> Barbara Mason</p>
<p>9/10.25A.13 Explain how performance “moments” in acting, scripting, and designing create an emotional impact.</p>	<ul style="list-style-type: none"> • View a performance/video, e.g., <i>“The Godfather;”</i> explain the interaction of sound, sense, and image to create emotional impact. 	<p>Dance: View a performance/video, e.g., <i>“The Nutcracker.”</i> Explain the interaction of sound, sense, image to create an emotional impact.</p>
<p>9/10.25A.14 Identify aesthetic criteria for evaluating one’s own and other’s art works.</p>	<ul style="list-style-type: none"> • Identify criteria, e.g., character/mood development, costume design, set design, story development, acting style, illusion of reality, etc. • Keep a journal of one’s own creative processes. 	
<p>MUSIC</p> <p>Critical for Mastery at Grades 9 or 10: 9/10.25A.01 Analyze and evaluate the use of sensory elements in a musical composition.</p>	<ul style="list-style-type: none"> • Analyze how the melody, rhythm, harmony, form, and tone color of a musical composition affect its overall expressive quality. 	
<p>9/10.25A.02 Analyze the form of complex musical compositions.</p>	<ul style="list-style-type: none"> • Analyze aural examples of a varied repertoire of music (representing diverse genres and cultures); describe pitch, rhythm, harmony, dynamics, timbre, texture, form, and expression; correctly use an extensive technical musical vocabulary. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.25A.03 Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance.</p>	<ul style="list-style-type: none"> • Describe specific music events, e.g., change of meter, return of refrain, etc., using an appropriate musical vocabulary. 	
<p>Significant to Develop at Grade 9 or 10: 9/10.25A.04 Develop aesthetic criteria for evaluating one’s own musical performances/ compositions and those of others.</p>	<ul style="list-style-type: none"> • Make aesthetic judgments based on critical perception/listening. • Sing/play music; complete a self-critique of that performance; complete the critique using a created rubric. 	
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grades 9 or 10: 9/10.25A.01 Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.</p>	<ul style="list-style-type: none"> • Visit a gallery; develop a rubric for analysis. 	
<p>9/10.25A.02 Identify the aesthetic criteria for evaluating an art work.</p>	<ul style="list-style-type: none"> • Create a work of art; explain how specific elements and/or principles are used. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.25A.03 Express a judgment of a work of art based on description, analysis, and interpretation.</p>	<ul style="list-style-type: none"> • Evaluate a work of art; analyze and interpret value, function, purpose, context, and appropriateness; e.g., form a criticism of Wood’s <i>“American Gothic.”</i> • Understand the differences between the artist’s intent and public interpretation of the work of art: value, function, purpose, context, appropriateness. 	
<p>DANCE/DRAMA/MUSIC/VISUAL ARTS</p> <p>Critical for Mastery at Grades 9 or 10: 9/10.25B.01 Analyze the dominant artistic components using appropriate vocabulary in all the arts.</p>	<ul style="list-style-type: none"> • Observe, identify and analyze dominant artistic components, e.g., elements, principles, expressive ideas, processes, technologies, creative processes using appropriate vocabulary. 	
<p>9/10.25B.02 Compare and contrast similar and distinctive artistic components across art forms.</p>	<ul style="list-style-type: none"> • Compare/contrast artistic components based on research, environment, observation, personal experience, and imagination using appropriate vocabulary. 	
<p>9/10.25B.03 Select works from each art form that share similar theme/subject matter and justify selection.</p>	<ul style="list-style-type: none"> • Observe a musical; reflect on/discuss its elements, e.g., historical context, theme, conflict, program music; examine narrative in art, figure in art; explain and justify the selections. 	

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 9 or 10: 9/10.26A.01 Discuss dance techniques associated with specific forms.</p>	<ul style="list-style-type: none"> • Successfully identify/demonstrate dance structures/forms, e.g., AB, ABA, canon, call and response, and narrative. 	
<p>9/10.26A.02 Discuss meaning, feelings and appropriateness of content as related to selected dance compositions.</p>	<ul style="list-style-type: none"> • Discuss dance compositions for appropriateness of content, e.g., ritual vs. entertainment, etc. 	<p>Religion: Explore the role of Liturgical dance; the role of Native American dance in religious ceremony, etc.</p>
<p>9/10.26A.03 Record processes of composition through journal keeping or other written forms.</p>	<ul style="list-style-type: none"> • Create a dance; revise it over time; explain the reasons for artistic decisions and what was gained/lost by those decisions. 	
<p>9/10.26B.01 Coordinate isolated, simultaneous, and successive movement.</p>	<ul style="list-style-type: none"> • Coordinate movement processes, e.g., formations, augmentation, repetition, feedback, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.26B.02 Demonstrate ability to develop and improve movement patterns in relation to spatial elements and relationships.</p>	<ul style="list-style-type: none"> • Coordinate movements, e.g, groups, pairs, formations, objects, dance space, etc. • Show development/improvement of movement patterns, e.g., speed, force, continuity, rhythm, clarity of movement, etc., in a broad dynamic range. 	<p><i>“The finest works of art are precious, among other reasons, because they make it possible for us to know, if only imperfectly and for awhile, what it actually feels like to think subtly and feel nobly.”</i></p> <p style="text-align: right;">Aldous Huxley</p>
<p>9/10.26B.03 Demonstrate ability to develop and improve sensory elements and expressive qualities in movement.</p>	<ul style="list-style-type: none"> • Create expressive movements, e.g., anger, happiness, sadness, calmness; enhance these with sensory elements. 	
<p>Significant to Know at Grade 9 or 10: 9/10.26B.04 Demonstrate stylistic characteristics of different genres and styles within the genres.</p>	<ul style="list-style-type: none"> • Show and define stylistic characteristics of genres, e.g., contemporary, ballet, jazz, African, Indian, etc. 	
<p>9/10.26B.05 Explain the processes used to create a dance composition.</p>	<ul style="list-style-type: none"> • Explain how processes and principles are applied to group dance; staging, formations, movements, set, music, costumes. 	
<p>9/10.26B.06 Create and perform a dance composition that reflects a clear and focused idea.</p>	<ul style="list-style-type: none"> • Create/demonstrate a dance that deliberately and effectively communicates a complex idea. 	
<p>9/10.26B.07 Apply the elements of dance in a movement composition; provide evidence of research and processes applied in planning.</p>	<ul style="list-style-type: none"> • Demonstrate evidence of research/planning in creating a dance composition, e.g., use of a journal, pictures, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DRAMA</p> <p>Critical for Mastery at Grade 9 or 10: 9/10.26A.01 Describe how movement and sound are combined to shape a performance.</p>	<ul style="list-style-type: none"> • Explain basic visual properties/aural elements that combine to convey an environment that supports a performance. 	<p>Science: Alter, embellish, manipulate natural sounds.</p>
<p>9/10.26A.02 Predict audience reactions to visual, audible, and language stimuli.</p>	<ul style="list-style-type: none"> • Refine a script to convey meaning; predict audience reaction during the process. 	
<p>9/10.26A.03 Combine the use of primary tools to demonstrate the difference between internal and external conflict.</p>	<ul style="list-style-type: none"> • Use combinations of body, mind, voice to demonstrate internal/external conflict. 	
<p>9/10.26A.04 Use mind, body and voice to make support tools/ design elements appear real to an audience.</p>	<ul style="list-style-type: none"> • Demonstrate the use of primary/support tools to make a performance realistic. 	
<p>9/10.26A.05 Evaluate the use of movement and spatial relationships.</p>	<ul style="list-style-type: none"> • Evaluate a sequence of sensate behaviors an actor might perform. 	
<p>9/10.26A.06 Demonstrate auditioning, rehearsing, and memorizing techniques.</p>	<ul style="list-style-type: none"> • Respond appropriately to director choices for improvised/scripted scenes; use various classical and/or contemporary techniques/methods. • Assume the roles of director, auditioner, actor, and demonstrate skills and techniques effectively. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Know at Grade 9 or 10: 9/10.26A.07 Describe the roles and responsibilities of support technical staff.</p>	<ul style="list-style-type: none"> • Describe the roles/responsibilities of, e.g., production staff, stage manager, prop manager, deck run crew, technical director, master electrician, wardrobe mistress, etc. 	
<p>9/10.26A.08 Document a process used by a director, actor, playwright, or designer in the creation of a performance project.</p>	<ul style="list-style-type: none"> • View a performance; document the process used to create the project. 	
<p>9/10.26A.09 Describe ensemble and teamwork activities required in a theatre production.</p>	<ul style="list-style-type: none"> • Elaborate on the processes/activities required for ensemble/teamwork. 	
<p>9/10.26A.10 Analyze the processes of improvisation, pantomime, and playmaking.</p>	<ul style="list-style-type: none"> • Analyze the processes of improvisation, pantomime, playmaking; distinguish among the processes. 	
<p>9/10.26A.11 Explain the range of resources one can use for acting, scripting, and designing.</p>	<ul style="list-style-type: none"> • Use information from research on culture, historical, and symbolic clues in a dramatic text to assist in creating scripts for classroom/ formal productions. 	
<p>9/10.26B.01 Construct and refine an original script.</p>	<ul style="list-style-type: none"> • Adapt a poem, prose, monologue, or short story into a performance. • Plan/design some production elements, e.g., costumes, scenery, props, lights, sound, promotional materials, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.26B.02 Adapt a text piece for a performance.</p>	<ul style="list-style-type: none"> • Create/sustain a character in a cast to communicate an intended idea or story; perform the character in duet or solo. 	
<p>9/10.26B.03 Design a few production elements.</p>		
<p>9/10.26B.04 Create character in an ensemble, solo, or duet performance so the vocal and physical qualities support the script and provide a distinct contrast to other characters.</p>	<ul style="list-style-type: none"> • Use personal perspective to respond to a work of literature; relate characters/simple events in the story or biography to people or events in one’s own life. 	
<p>9/10.26B.05 Demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of a drama/theatre activity or performance.</p>	<ul style="list-style-type: none"> • Construct an imaginative, complex script and refine it in collaboration with others so the story/meaning are appropriately staged and conveyed to an audience. 	<p>Literature: Listen to, read a story; assume the role of a main character; tell/write about personal action/reaction to the character’s situation.</p>
<p>9/10.26B.06 Perform a scripted ensemble, solo, or duet scene using research, collaboration, and appropriate staging.</p>	<ul style="list-style-type: none"> • Demonstrate skills in a variety of situations, e.g., teacher directed, one act, monologue, vocal solo, reader’s theatre, Greek chorus, improv games, etc. 	<p>Literature: Read a selection of a play (<i>MacBeth</i>) and critique the reading.</p>
<p>9/10.26B.07 Demonstrate improvisational skills.</p>	<ul style="list-style-type: none"> • Select a scene and block it; analyze the script; choose a cast. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Know at Grade 9 or 10: 9/10.26B.08 Demonstrate directing skills of blocking, casting, and script analysis.</p>	<ul style="list-style-type: none"> • Compare/contrast the tone, color, intensity, etc., of instruments of various cultures, e.g., Hindustani, Islamic, Native American, and vocal technique, e.g., Peking Opera, Western Opera, etc. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 9 or 10: 9/10.26A.01 Compare and contrast sound production of instruments from various cultures.</p> <p>9/10.26A.02 Demonstrate basic vocal and/or instrumental production techniques.</p>	<ul style="list-style-type: none"> • Play with expression and technical accuracy a varied repertoire of literature on instruments from various cultures. • Demonstrate knowledge of basic music terminology and knowledge of rhythm, melody, harmony, scales, chords, etc. 	
<p>9/10.26A.03 Use standard notation to record one’s own and others’ musical ideas.</p>	<ul style="list-style-type: none"> • Sing music written in four parts demonstrating well developed choral and technical skills. 	
<p>9/10.26A.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"> • Demonstrate the ability to sight read/ sing, perform a melodic line, rhythmic pattern, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.26A.05 Demonstrate the ability to read written notation for a vocal or instrumental part.</p>	<ul style="list-style-type: none"> Utilize video tape(s), artists in residence, and/or attendance at live performances to critique style, interpretation, instrumentation, etc. 	<p><i>“Art is an experience, not an object.”</i> Robert Motherwell</p>
<p>9/10.26A.06 Critique the effectiveness of a performer or conductor.</p>	<ul style="list-style-type: none"> Expand responses to explain/defend judgment of musical performances. 	
<p>9/10.26A.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"> Explore/analyze “musical communication,” and audience response in a live/recorded performance. 	
<p>9/10.26B.01 Sing or play music that has a difficulty level of 3 and/or 4 (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"> Sing and/or play music and complete a self-critique of the performance. Sing with expression and technical accuracy a large/varied repertoire. Perform various styles of sacred music. 	
<p>Significant to Know at Grade 9 or 10: 9/10.26B.02 Improvise harmonizing parts in a variety of styles.</p>	<ul style="list-style-type: none"> Improvise original melodies with given chord progression in a consistent style, meter, tonality. Improvise rhythmic/melodic variations on given melodies in a five tone musical scale and melodies in major/minor keys. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.26B.03 Compose/ arrange music within specific guidelines and style.</p>	<ul style="list-style-type: none"> • Use basic principles of composition to create short pieces for voice/ instruments using both traditional/ non-traditional sound sources. • Compose music in several distinct styles; demonstrate creativity in using the elements of music for expressive effect. • Arrange pieces for voice/instruments (other than those for which the pieces were written) in ways that preserve/enhance the expressive effect of the music. 	
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 9 or 10: 9/10.26A.01 Demonstrate an understanding of the limitations and potential of media, tools, processes, and technology.</p>	<ul style="list-style-type: none"> • Explain the potential/limitations, e.g., technology enhancement, seasoned cast, etc. and/or time/financial constraints, availability of media, etc. 	
<p>9/10.26A.02 Evaluate the effect of changing technologies on the visual arts.</p>	<ul style="list-style-type: none"> • Evaluate the materials, technologies, and processes of the visual arts as they are used in its creation/analysis. • Understand that technology is a medium within an art form; it provides a unique venue for artistic expression. 	
<p>9/10.26A.03 Analyze the relationship among the tools, media, technology, and processes.</p>	<ul style="list-style-type: none"> • Analyze the relationships, etc., digital/ analog, drawing/painting, photoshop, environmental art, sculpture, “ready mades,” etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.26A.04 Discuss and evaluate an artist’s ability to convey meaning based on the selection of materials and tools.</p>	<ul style="list-style-type: none"> • Explain how visual features/ organizational principles, e.g., repetition, balance, emphasis, contrast, unity can be used to effectively convey ideas/meaning; explain what makes them effective. 	
<p>9/10.26A.05 Debate the choice of techniques used to convey meaning in an art work of self and others.</p>	<ul style="list-style-type: none"> • Create a work of art using unconventional material(s), mixed media, etc. 	
<p>9/10.26B.01 Construct a plan for a work of art based on gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution.</p>	<ul style="list-style-type: none"> • Construct a plan for a work of art; describe research of historical, political, social context, social commentary; make adjustments; evaluate intent and solution. 	<p>Science: Explore/create edible art (food sculpture), edible books, edible hats, etc., based on an artistic style.</p>
<p>9/10.26B.02 Create art works using a variety of materials and techniques.</p>	<ul style="list-style-type: none"> • Apply media, techniques, and processes with skill/confidence so that intentions are carried out in art works. 	
<p>9/10.26B.03 Create art works in a variety of styles.</p>	<ul style="list-style-type: none"> • Identify, analyze, and incorporate art elements/principles in the creation of a particular style. 	
<p>9/10.26B.04 Create art works based on planning, research, and problem solving.</p>	<ul style="list-style-type: none"> • Communicate an idea with a high degree of effectiveness in a few visual arts medium. 	

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 9 or 10: 9/10.27A.01 Analyze how the arts function in historical, societal economic, and personal contexts</p>	<ul style="list-style-type: none"> • Analyze the function of the arts in different contexts, e.g., economic trends, intra-inter communication, adornment, environments, jobs, entertainment, historical record, etc. 	
<p>9/10.27A.02 Analyze how the arts inform and persuade through movement, sound, and image.</p>	<ul style="list-style-type: none"> • Analyze the “persuasion effects” of the arts, e.g., lyrics, commercials, cartoons, documentaries, etc. 	
<p>9/10.27A.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"> • Examine how, e.g., film, print, multimedia presentations, propaganda, advertising, etc., persuade, entertain, and/or inform the public. 	
<p>9/10.27A.04 Justify an opinion about the purposes and effects of various media in terms of informing and persuading the public.</p>	<ul style="list-style-type: none"> • Select a media, e.g., advertising, and offer an opinion about the effects of the media in informing/persuading the public; justify the opinion. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>9/10.27.B.01 Classify selected works or art by style, periods, or cultures.</p>	<ul style="list-style-type: none"> • Describe the characteristics of exemplary works from the Western tradition and at least two non Western cultures, e.g., theme, subject, in each of the four arts; explain how those characteristics make the works exemplary. 	<p>Science: Relate to classification rubrics in the various sciences.</p>
<p>9/10.27B.02 Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.</p>	<ul style="list-style-type: none"> • Classify by genre and style (also historical period, creator, and title) a varied body of works in the four arts. • Describe distinguishing characteristics representative of the four arts and their styles from a variety of cultures, include those found in the student’s own community. 	
<p>9/10.27B.03 Trace how artistic styles have changed in response to cultural, historical, and technological events.</p>	<ul style="list-style-type: none"> • Explore how artistic styles have responded to changing events, e.g., inventions, transportation, economics, wars, technologies (electronic music). 	<p><i>“Good art is not what it looks like, but what it does to us.”</i> Roy Adzak</p>
<p>9/10.27B.04 Connect the artists/works with the trends and/or influences of others.</p>	<ul style="list-style-type: none"> • Connect important art/artists to trends/influences, e.g., Picasso’s <i>“Guernica,”</i> Stravinsky’s <i>“Firebird,”</i> Rodgers & Hammerstein’s <i>“Oklahoma.”</i> 	